


TO: Members of the Academic and Research Advancement
Committee of the Board of Visitors

Andrea M. Kilmer, Chair
David L. Bernd, Vice Chair
Ronald C. Ripley (ex-officio)
John F. Biagas (ex-officio)
Carlton F. Bennett
Richard T. Cheng
J. William Cofer
Mary Maniscalco-Theberge
Frank Reidy
Lisa B. Smith
Andres Sousa-Posa (Faculty Representative)

FROM: Carol Simpson 
Provost

DATE: November 19, 2014

The purpose of this memorandum is to provide you with background information for our meeting on Thursday, December 4, 2014. The committee will meet from 9:30-10:45 a.m. in the York/Potomac River Room in Webb Center.

I. Approval of Minutes of the September 18, 2014 Meeting

The minutes of the September 18, 2014 meeting will be presented for approval as previously distributed.

II. Closed Session

The members of the Academic and Research Advancement Committee will receive information related to the items to be discussed in closed session.

III. Reconvene in Open Session and Vote on Resolution

IV. Consent Agenda

Included in the consent agenda materials are resolutions recommending five faculty appointments, 25 administrative appointments and two emeritus/emerita appointments.

V. Regular Agenda

The regular agenda includes proposed revisions to the Policy on Evaluation of Faculty, proposed revisions to the Guidelines for Selection of Named Chairs and the Guidelines for Selection of Named Professorships, proposed revisions to the Faculty Grievance Policy, and a proposal for a new Ph.D. program in kinesiology and rehabilitation sciences.

VI. Information Items

Information items include one request for a leave of absence without compensation, the report from the Provost, and the report from the Office of Research. The report from the Provost includes an update on the major accomplishments from the 2009-14 Strategic Plan and a presentation by Dr. Lisa Koperna, Director of the Monarch Physical Therapy Clinic.

VII. Topics of Interest to Board of Visitors Members

Committee members will have an opportunity to discuss topics of interest.

C: John R. Broderick
Donna Meeks

OLD DOMINION UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE
DECEMBER 4, 2014
AGENDA

9:30-10:45 a.m. – York/Potomac River Rooms

- I. APPROVAL OF THE MINUTES OF SEPTEMBER 18, 2014
- II. CLOSED SESSION
- III. RECONVENE IN OPEN SESSION AND VOTE ON RESOLUTIONS
- IV. CONSENT AGENDA
 - A. Faculty Appointments (p. 4-5)
 - B. Administrative Appointments (p. 6-11)
 - C. Emerita/Emeritus Appointments (p. 12-13)
- V. REGULAR AGENDA
 - A. Proposed Revisions to the Policy on Evaluation of Faculty (p. 14-19)
 - B. Proposed Revisions to the Guidelines for Selection of Named Chairs and the Guidelines for Selection of Named Professorships (p. 20-24)
 - C. Proposed Revisions to the Faculty Grievance Policy (p. 25-30)
 - D. Proposed New Ph.D. Program in Kinesiology and Rehabilitation Sciences (p. 31-60)
- VI. INFORMATION ITEMS
 - A. Report from the Provost
 - 1. Request for Leave of Absence Without Compensation (p. 61)
 - 2. Update on the Major Accomplishments from the 2009-14 Strategic Plan
 - 3. Presentation by Dr. Lisa Koperna, Director of the Monarch Physical Therapy Clinic
 - B. Report from the Vice President for Research
- VII. TOPICS OF INTEREST TO BOARD OF VISITORS MEMBERS

December 4, 2014

FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following faculty appointments.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Peter B. Baker Lecturer of Teaching and Learning	\$50,000	8/25/14	10 mos

Dr. Baker received a Ph.D. in Curriculum and Instruction and an M.S. in General Secondary Education, in 2012 and 2007 respectively, from Old Dominion University and a B.A. in English Literature and Composition in 2005 from the College of William and Mary. Since 2013, he has been Co-Director in the Virginia Early Childhood Policy Center (VECPC) and an Adjunct Lecturer in the Department of Educational Foundations and Leadership and the Department of Teaching and Learning at Old Dominion University.

Mr. Denis Khantimirov Instructor of Marketing Strome College of Business	\$40,000	12/25/14	5 mos
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Mr. Khantimirov received an M.B.A. in 2009 from the University of Nevada, Las Vegas, a Post-Graduate Diploma in Hotel Operations Management in 2005 from IHHTI, Switzerland, a B.B.A. in International Economics in 2004 from NOSU, Russia and is expected to receive a Ph.D. in Marketing in 2014 from Old Dominion University. Since 2012, he has been an Instructor in the Department of Marketing at Old Dominion University. (rank will be Visiting Assistant Professor if all requirements for the Ph.D. degree are completed by 12/25/14) (new position)

Dr. Weidong Li Post-Doctoral Research Associate in Mathematics and Statistics	\$42,000	6/25/14	12 mos
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Dr. Li received a Ph.D. in Fluid Dynamics in 2011 from the Graduate University of the Chinese Academy of Sciences and a Bachelor of Engineering Mechanics in 2006 from Wuhan University of Science and Technology. Since 2012, he has been a Postdoctoral Fellow in the Department of Mechanical Engineering at Osaka Prefecture University, Japan.

Dr. Ted Conant Rogers Assistant Professor of Physics Tenure Track	\$91,000	12/25/14	12 mos
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Dr. Rogers received a Ph.D. in Theoretical Physics in 2006 from The Pennsylvania State University and a B.A. in Mathematics and Physics in 2000 from Kenyon College. Since 2011, he has been a Postdoctoral Associate at SUNY Stony Brook. Prior to that, Dr. Rogers was a Postdoctoral Associate at Vrije Universiteit Amsterdam. (new position)

Mr. Frank A. Scaringello Instructor of Counseling and Human Services	\$28,050	12/25/14	5 mos
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Mr. Scaringello received an M.S.Ed. in Counseling in 2000 from Old Dominion University and a B.A. in History in 1977 from Montclair State College. Since 2001, he has been an Adjunct Instructor in the Department of Counseling and Human Services at Old Dominion University.

December 4, 2014

ADMINISTRATIVE FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following administrative faculty appointments.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Tania B. Alvarez Coordinator, Transfer Advising and Articulation and Instructor	\$44,000	10/10/14	12 mos

Ms. Alvarez received an M.A. in Community Counseling in 2003 from Regent University and a B.A. in Psychology in 2000 from Denison University. Since 2009, she has been a Student Success Advisor for Advising and Transfer Programs at Old Dominion University.

Ms. Bethany Truax Armstrong College Advisor, College of Health Sciences and Instructor	\$40,000	10/25/14	12 mos
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Ms. Armstrong received an M.A.Ed. in Student Affairs in Higher Education and a B.A., in 2013 and 2010 respectively, from Western Kentucky University. Since 2013, she has been an Academic Advisor in the Strome College of Business at Old Dominion University.

Ms. Brooke Brown Training and Student Success Coordinator, Distance Learning and Instructor	\$50,000	9/25/14	12 mos
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Ms. Brown received an M.S.Ed. in 2008 from Old Dominion University, a B.A. in Sociology in 2006 from Randolph-Macon College and is pursuing a Ph.D. in Occupational and Technical Studies in Training and Development from Old Dominion University. Since 2010, she has been Coordinator for Transfer Advising and Articulations; since 2012, she has also been NOVA + ODU Outreach Advisor for Distance Learning at Old Dominion University. Ms. Brown is also an Adjunct Professor for Student Success Skills at Northern Virginia Community College and Tidewater Community College.

Ms. Kyllie Spencer Bullion Major Gift Officer and Assistant Instructor	\$70,000	9/25/14	12 mos
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Ms. Bullion received a B.A. in Government in 1994 from the College of William and Mary and is enrolled in the Master of Public Administration program at Old Dominion University. Since 2008, she has been the Program Manager for the E.V. Williams Center for Real Estate and Economic Development in the Strome College of Business at Old Dominion University.

Mr. Daniel F. Campbell Research Development and Outreach Coordinator, Office of Research and Instructor	\$53,000	10/25/14	12 mos
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Mr. Campbell received an M.Ed. in 1998 from Bridgewater State University and a B.A. in 1995 from Loyola University. Since 2008, he has been Director of Constituent Relations in the Office of Alumni Relations at Old Dominion University.

Mr. Alan P. Daniel Assistant Director of Athletic Development and Instructor	\$42,000	9/25/14	12 mos
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Mr. Daniel received an M.S. in Sport and Recreation Leadership in 2013 from James Madison University and a B.S. in Human Nutrition, Foods and Exercise in 2010 from Virginia Polytechnic Institute and State University. Since 2013, he has been a Development Assistant for the Army A Club at the United States Military Academy.

Mr. Grant W. Deppen Assistant Director of Intramural and Extramural Sports and Instructor	\$43,000	10/25/14	12 mos
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Mr. Deppen received an M.A. in Exercise, Leisure and Sport and a B.S. in Sport Administration, in 2012 and 2010 respectively, from Kent State University. Previously, he was Interim Intramural Sports Coordinator in the Student Recreation and Wellness Center at Kent State University.

Mr. Kirk J. Dewyea Training and Student Success Director, Distance Learning and Instructor	\$76,000	9/25/14	12 mos
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Mr. Dewyea received an M.S. in Administration in 1995 from Central Michigan University and a B.A. in Economics in 1988 from Virginia Military Institute. Most recently he has been Interim Training and Compliance Director in Distance Learning and from 1997-2014, he was Regional Director for Central Virginia and USA at Old Dominion University.

Ms. Jeanette G. Dias Associate Director of Institutional Research and Instructor	\$70,491	11/10/14	12 mos
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Ms. Dias received an M.B.A. in 2007 from Old Dominion University and a B.S. in Physics in 2003 from the University of Minnesota. Since 2012, she has been a Research Associate in the Office of Institutional Research at Old Dominion University.

Ms. Desiree Ellison Major Gift Officer and Instructor	\$70,000	10/10/14	12 mos
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Ms. Ellison received an M.S.Ed. in Educational Leadership and Higher Education Administration from Old Dominion University, a B.A. in Social Science from Virginia Wesleyan College and is a Ph.D. candidate in Educational Leadership and Athletic Administration at Old Dominion University. Since 2014, she has been in Corporate Sales and Sponsorships for the Norfolk Tides Baseball Club. Previously, she served as Leadership Coordinator for the Hampton Roads Chamber of Commerce.

Ms. Katherine L. Ferrara Success Advisor Batten College of Engineering and Technology and Instructor	\$44,000	10/25/14	12 mos
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Ms. Ferrara received an M.S.Ed. in Counseling in 2010 from Old Dominion University and a B.A. in Communications in 2003 from Illinois College. Since 2012, she has been a College Advisor in the College of Health Sciences.

Mr. Matthew W. Gibb Athletic Facilities and Event Coordinator and Instructor	\$35,000	10/10/14	12 mos
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Mr. Gibb received an M.S.Ed. in Sport Management in 2014 from Old Dominion University and a B.S. in Sport Recreation and Management in 2012 from James Madison University. Since 2013, he has been Game Operations Graduate Assistant, and he was the NCAA Field Hockey Assistant Tournament Director at Old Dominion University.

Ms. Nancy L. Grden Executive Director Strome Entrepreneurial Center and Instructor	\$150,000	12/25/14	10 mos
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Ms. Grden received an M.S. in Business Administration from the University of South Carolina, a Master of Regional Planning from the University of North Carolina and a B.A. in Economics from Bucknell University. Since 2009, she has been General Manager of Genomind, Inc., a start-up biotech company focused on personalized medicine for neuropsychiatry. She is

also Founder and President of Avenir, LLC, which specializes in entrepreneurship and innovation. (new position)

Ms. Celine Grider Admissions Counselor (Graduate) and Instructor	\$40,000	9/10/14	12 mos
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Ms. Grider received a Master of Pacific International Affairs in 2013 from the University of California, San Diego and a Bachelor of Arts in Anthropology in 2009 from Saint Mary's College of California. Since March 2014, she has been a University Development Representative at Grand Canyon University. She also served as an Admissions Counselor at Saint Mary's College.

Mr. Irvin B. Harrell Coordinator of Strategy & Marketing College of Health Sciences and Assistant Instructor	\$54,500	10/10/14	12 mos
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Mr. Harrell received a B.S. in Journalism in 1989 from the University of Florida. Most recently he has been a freelance communications consultant, technical writer and sports/entertainment blogger. He has also been Urban Editor and Suburban Editor for the Virginian-Pilot. (new position)

Ms. Jennifer K. Hudson Community and Student Success Director, Distance Learning and Instructor	\$52,000	9/25/14	12 mos
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Ms. Hudson received an M.A. in Human Services Counseling in 2013 from Liberty University and a B.S. in Psychology in 2005 from Mary Baldwin College. Since 2006, she has been Assistant Site Director at Blue Ridge Community College for Old Dominion University.

Ms. Melody M. Iannone Assistant Director Career Management Center/ Liaison to Strome College of Business and Instructor	\$39,000	10/10/14	12 mos
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Ms. Iannone received an M.B.A. in Human Resource Management and a B.S. in Psychology, in 2011 and 2007 respectively, from California Coast University. Since 2013, she has been Assistant Director and previously a Career Counselor in Career Services at Norfolk State University.

Ms. Arielle P. Lange Admissions Counselor – Telecounseling and Assistant Instructor	\$35,000	9/25/14	12 mos
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Ms. Lange received a B.S. in Psychology in 2013 and is pursuing an M.S.Ed. in Higher Education from Old Dominion University. Since 2013, she has been Coordinator of the Admission Future Monarchs Center at Old Dominion University.

Ms. Samantha T. Lewis Instructor of Early Care and Education Children’s Learning and Resource Center	\$30,000	9/10/14	12 mos
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Ms. Lewis received a B.S. in Interdisciplinary Studies with a concentration in Early Childhood Special Education in 2013 from Old Dominion University. Since 2009, she has been a Program Leader and Assistant Teacher in the Child Development and Research Center at Old Dominion University.

Mrs. Lila A. Love Director, Federal TRIO Upward Bound and Instructor	\$61,000	9/10/14	12 mos
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Mrs. Love received an M.A. in Sociology in 1982 from the New School for Social Research and a B.A. in Political Science/Sociology in 1978 from Fayetteville State University. Since 2008, she has been Professional Counselor/Coordinator for the Federal TRIO Upward Bound Program at Old Dominion University.

Mr. Humberto Portellez Associate University Registrar and Assistant Professor	\$68,000	10/25/14	12 mos
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Mr. Portellez received a J.D. in 2010 from the University of Miami School of Law and a B.A. in International Relations in 2006 from Florida International University. Since 2011, he has been University Registrar at the University of Maine at Fort Kent.

Ms. Jessica H. Ritchie Head of Special Collections and University Archives and Librarian I	\$65,000	1/10/15	12 mos
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Ms. Ritchie received a Master of Library and Information Science in 2011 from Florida State University and a B.A. in Music in 2005 from the University of Virginia. Since 2011, she has been Head Librarian at the Jean Outland Chrysler Art Library at the Chrysler Museum of Art.

Ms. Jena W. Virga Senior Associate Athletic Director/ Assistant Vice President for Athletic Development and Instructor	\$135,000	10/6/14	12 mos
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Ms. Virga received an M.B.A. and a B.S. in Business Administration, in 1981 and 1979 respectively, from Old Dominion University. In 2014, she has been Director of Major Gifts for the Children’s Hospital of The King’s Daughters. From 2010-2014, Ms. Virga was Director of Major Gifts for the Old Dominion Athletic Foundation (ODAF).

Ms. Tiffany S. Wiggins Retention Coordinator, Student Engagement and Enrollment Services and Instructor	\$40,000	11/25/14	12 mos
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Ms. Wiggins received an Education Specialist degree in Higher Education in 2010 from Old Dominion University, an M.A. in Human Resources Development in 2008 from the George Washington University and a B.S. in Business Management in 2006 from Christopher Newport University. Since 2013, she has been an Academic Advisor in the College of Sciences at Old Dominion University. (new position)

Mr. Harold Williams, Jr. Associate Director of Alumni Outreach and Assistant Instructor	\$46,000	11/3/14	12 mos
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Mr. Williams received an M.S. in Entertainment Business in 2011 from Full Sail University and a B.S. in Communication in 2007 from Old Dominion University. In 2014, he has been a Production Team member at High Impact Television Systems, Inc. From 2011-2014, he was an Admissions Counselor and Senior Admissions Counselor at Old Dominion University.

December 4, 2014

EMERITUS/EMERITA APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the granting of the title of emeritus/emerita to the following faculty members. A summary of their accomplishments is included.

<u>Name and Rank</u>	<u>Effective Date</u>
Katharine C. Kersey University Professor Emerita and Professor Emerita of Teaching and Learning	September 1, 2014
Gary R. Morrison Professor Emeritus of STEM Education and Professional Studies	January 1, 2015

KATHARINE C. KERSEY

Katharine C. Kersey earned a B.A. in sociology in 1956 from the University of Richmond, an M.S.Ed. in early childhood education in 1969 from Old Dominion University and an Ed.D. in early childhood education in 1973 from the University of Virginia.

Kersey joined Old Dominion University in 1973. She was the “face” of the early childhood education program for many years, as evidenced by her bricks-and-mortar legacy, the Children’s Learning and Research Center. Kersey also served as the graduate program director for early childhood programs for over 30 years and was the chair of the early childhood, special education and speech pathology departments for 22 years. In 1998, Kersey achieved the designation of university professor, and in 2005 she earned the Outstanding Faculty Award from the State Council of Higher Education for Virginia. She has also received a variety of awards and citations throughout the state during her career.

Kersey’s legacy is extraordinary in her teaching, scholarly work and service, as well as in her nationally known contributions toward a more positive disciplinary emphasis for children. She recently co-authored the much-acclaimed text, *101 Principles for Positive Guidance with Young Children: Creating Responsive Teachers*, and she has written numerous book chapters, articles and papers.

GARY R. MORRISON

Gary R. Morrison earned a B.S. in education in 1971 and an Ed.D. in 1977 from Indiana University.

Prior to joining the Old Dominion University faculty as a full professor in 2004, he worked in educational settings and in the corporate sector, as well as taught at the University of Memphis and Wayne State University. While at ODU, he served as the interim department chair for the academic year 2004-05 and as the graduate program director for the instructional design and technology program from 2005 to 2012. He has mentored many students who have become successful professionals within the discipline of instructional design and technology.

Morrison is an internationally recognized scholar. He wrote two highly regarded textbooks in instructional design and technology and has authored over 35 book chapters and more than 45 refereed articles on instructional design and educational technology. Morrison currently serves as the editor-in-chief of the *Journal of Computing in Higher Education*, which received its first impact score under his leadership. He has also served on the editorial boards of numerous other journals. In 2009, a key study listed him as one of the top ten most productive authors publishing in *Educational Technology, Research and Development (ETR&D)*.

December 4, 2014

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON EVALUATION OF
FACULTY

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the Evaluation of Faculty, effective January 1, 2015.

Rationale: Most of the revisions to the policy on Evaluation of Faculty are editorial. Several inconsistencies exist between the Board of Visitors policy and the policy that appears in the Faculty Handbook, and these revisions make the two versions consistent.

A more substantive revision is proposed to the section on pre-tenure review. The policy currently states that the pre-tenure review will be conducted by the dean and will begin in the spring of the third year of faculty service.

However, current practice is that pre-tenure review for those faculty hired mid-year is conducted in the fall. The revision makes it clear that pre-tenure review will be conducted in the fall of the third calendar year of service for faculty hired mid-year. Further, the revision ensures that faculty hired at the beginning of the academic year and those hired mid-year are treated consistently with the time period prior to the pre-tenure review.

NUMBER: 1413

TITLE: Evaluation of Faculty

APPROVED: June 12, 1980; Revised September 14, 1984; Revised November 19, 1987; Revised December 3, 1992; Revised April 8, 1993; Revised December 2, 1993; Revised April 6, 1995; Revised April 10, 1997; Revised April 12, 2001; Revised June 14, 2005, Revised April 6, 2007; Revised September 17, 2009; Revised December 10, 2009; Revised September 26, 2013

I. Board of Visitors Policy

- A. An annual evaluation of the performance of all faculty members will be conducted in order that they may receive full credit and review for their contributions to the University and to their disciplines. The three criteria on which this evaluation will be based are teaching, research, and service.
- B. The initial responsibility for evaluation of faculty performance rests with the chair, on the basis of evidence supplied by the faculty member or collected elsewhere. The faculty member shall be given a copy of the chair's evaluation and may submit comments. Both the chair's evaluation and the faculty member's comments are submitted to the dean, who has the final responsibility for evaluation of faculty. A copy of the dean's evaluation should be sent to the faculty member in a timely fashion.

II. Procedures for Evaluation of Faculty

A. Annual Evaluation

- 1. In order to insure that all relevant information is included in the evaluation, all faculty members are required to submit once a year a faculty information sheet in which they detail the evidence in support of their performance in teaching, research, and service, together with whatever other information they wish to be taken into consideration by the chair and dean in the evaluation. These evaluations will be based on a faculty information sheet, student evaluations of teaching, up-to-date curricula vitae, peer evaluation of course portfolios, and such other information as the faculty or the chair wishes to include. The evaluations will comment on the performance of the faculty member in teaching, research and service and on progress toward meeting individual goals resulting from previous evaluations.

B. Evaluation Process

1. The chair, using the faculty information sheet and whatever other information is obtainable, evaluates the performance of the faculty member during the previous year and writes up the evaluation into a formal statement of the contributions of the faculty member to the department, college, and university. In the case of chairs, these evaluations are written by the dean. Since evaluation of performance is one of the essential factors in determinations concerning tenure, promotion, reappointment, and salary increments, the chair and dean should make every effort to insure that the evaluations are clear, honest, and genuinely evaluative. A listing of facts without interpretation is helpful neither to the faculty member nor to the committees concerning personnel decisions.
2. The chair and the dean will interpret the cumulative record of annual evaluations along with the performance of the tenured faculty member during the previous year (see section II.B.1), so that a clear picture of positive contributions and any deficiencies will emerge. An in-depth evaluation will be conducted if requested by the faculty member, the chair, or the dean. In no case will a faculty member be considered for promotion or other major personnel decision unless an in-depth evaluation as described in the policies on Evaluation of Teaching, Evaluation of Scholarly Activity and Research, and Evaluation of Service has been conducted in the previous twelve months.
3. The dean evaluates in writing the performance of the faculty member by either: endorsing the evaluation of the chair; or indicating areas in which the dean's evaluation differs from that of the chair.
4. After completing the evaluation of the faculty member's activities, the chair gives the faculty member a copy of the evaluation and discusses it with the faculty member. At this time, the faculty member and chair agree on a written set of goals for the coming year. If appropriate, the chair should make suggestions for improvement and give the faculty member a clear idea of ways in which the performance might be improved in future years.
5. Where deficiencies are noted, the chair should work with the faculty member to develop a plan to address the deficiencies and either provide resources to implement the plan, if necessary, or if resources are not available in the department recommend to the dean and provost that such resources are needed ~~be provided~~. If a pattern of deficiency in the performance of a tenured faculty member is documented from the cumulative annual evaluations, for a period of at least two years, the chair or dean shall call for an in-depth evaluation of the faculty member and may conduct a post-tenure review, as described in the Policy and Procedures on Post-Tenure Review. The chair should take particular care in the counseling of non-tenured faculty members who are working toward the criteria for tenure.

6. Copies of the faculty information sheets, the chair's evaluation, the faculty member's comments, and the dean's evaluation are retained for the record in the faculty member's personnel file maintained in the dean's office.
7. An annual evaluation is not required in the year a candidate is evaluated for tenure or for promotion to the rank of professor.

C. Appeal of Unfavorable Evaluations

1. Any faculty member who is dissatisfied with the personal evaluation prepared by the chair may present in writing additional comments or evidence to the chair and to the dean.
2. Any faculty member who is dissatisfied with the personal evaluation prepared by the dean may present in writing additional comments or evidence to the dean and to the provost and vice president for academic affairs.

D. Criteria for Evaluation

1. All faculty members will be evaluated on the basis of teaching, research, and service. The weighting of these three areas will vary from one faculty member to another depending upon the needs of the department and the particular accountability of the individual faculty member in contributing toward the fulfillment of these needs.
 - a. Teaching - It is the responsibility of the chair to evaluate the information that is available concerning teaching. (For a detailed discussion on evaluation of teaching, see the "University Policy on the Evaluation of Teaching Faculty.")
 - b. Scholarly Activity and Research - It is the responsibility of the chair to evaluate the quality of the scholarly activity and research of the faculty member (a mere listing of publications or grants does not constitute evaluation). Each department should establish, with the approval of the dean and the provost and vice president for academic affairs, a clear statement of the criteria for evaluating scholarly activity and research in that department. These criteria should take into consideration both the mission of the department and the nature of the scholarly activity and research within the discipline or related disciplines and in appropriate interdisciplinary venues. The evaluation of scholarly activity and research in a department should be based on these criteria. In evaluation, emphasis should be placed on quality, not just quantity. See Policy on Evaluation of Scholarly Activity and Research for more detailed information.

- c. Service - The category of professional service is more difficult to define than teaching or research, but deserves the same kind of rigorous evaluation and positive credit given to teaching and scholarly activities. The chair has the responsibility to seek out methods of evaluating quality of professional service, not merely to list the activities. The task is sometimes complicated by the fact that much professional service takes place outside the department. Ideally, each faculty member should exercise their professional expertise in all three areas of department, college and University service, community engagement, and service to the discipline. Where individual faculty members may be expected by the chair to play different roles, those specific roles should be defined and understood. In all cases, service should be judged on the basis of quality and effectiveness, not just quantity. When distance education technologies are used for providing service, evaluations should include items specific to these delivery formats. See the Policy on Evaluation of Service for detailed information.
 - i. Departmental, college and University Service
 - ii. Community engagement is defined as the application of a faculty member's professional skills to engage with the external community in a manner that both assists the community and is consistent with fulfillment of the University's mission. Community engagement in religious, political, or social organizations (although meritorious in itself) is not relevant to the faculty member's professional area.
 - iii. Service to the discipline

E. Pre-Tenure Review

1. The concept of a major review of faculty performance is intended to serve the purpose of giving the faculty member a clear indication of progress toward tenure and to offer constructive suggestions for self-improvement.
2. Non-tenured faculty members, without prior teaching service credit toward tenure, who are in their third year of probationary service at Old Dominion University, will receive a major faculty review. This review will be conducted by the dean and will begin in the spring of the third year of faculty service (fall of the third calendar year of service for faculty hired mid-year). The review will include a meeting with the faculty member and chair. The review process, conducted by the department promotion and tenure committee, department chair, college promotion and tenure committee, and dean, will include an in-depth evaluation of teaching effectiveness, scholarly works, grant and contract efforts, and other professional activities. An evaluation report emphasizing the long-range impact of the faculty member on the University should be submitted to the provost and vice president for academic affairs by May 1 (December 1 for faculty

hired mid-year) following the completion of the review at the college level with a copy provided to the faculty member at all evaluation levels. It is important that the review extend beyond certifying adequate teaching performance and focus on creative ability, productivity, and potential to excel.

3. In situations where a faculty member receives one or two years of credit toward tenure, the review process will be conducted during the second year of service at Old Dominion University, but no sooner than 12 months after initial appointment.

December 4, 2014

APPROVAL OF PROPOSED REVISIONS TO THE GUIDELINES FOR SELECTION
OF NAMED CHAIRS AND THE GUIDELINES FOR SELECTION OF NAMED
PROFESSORSHIPS

RESOLVED that, upon the recommendation of the Academic and Research
Advancement Committee, the Board of Visitors approves the proposed revisions to the
Guidelines for Selection of Named Chairs and the Guidelines for Selection of Named
Professorships, effective January 1, 2015.

Rationale: The current policies on named chairs and named professorships contain
procedures for the selection and appointment of such endowed positions.
However, there is no process for periodic reviews for holders of these
positions or a time limit for the appointments. The proposed revisions
provide for five-year, renewable appointments and specify that each
named chair or professor will receive a document outlining expectations
over the next five years upon appointment.

NUMBER: 1406
TITLE: Guidelines for ~~Selection~~ of Named Chairs
APPROVED: June 15, 2004

I. Statement of Purpose and Expectations

The purpose of the award of a named chair is to recognize and give support to a full professor who has demonstrated sustained excellence in research and teaching and will significantly contribute to the University. The holder of a named chair is a person of national stature.

The recipient must have a distinguished record of accomplishments in his/her field, as indicated variously by research, publication, external funding, creative endeavors, awards and honors, and leadership positions in professional organizations. The holder of a named chair will meet all requirements (or equivalents) for the rank of full professor. Named chairs serve as models of professional accomplishment and commitment to the mission of the University. Appointments to named chair positions are for a five-year period, and they are renewable based on an in-depth performance review. Each named chair shall receive a document from the Dean, with input from the department/school chair or center director where appropriate, outlining research expectations over the next five years.

The named chair will hold a tenured, full-time faculty appointment or senior research appointment at the level of full professor. Normally, named chairs do not hold administrative posts such as department chair, dean, or provost.

II. Selection Procedures

- A. The selection and appointment procedures followed shall be fully consistent with the institution's promotion and tenure policies and other applicable personnel policies.
- B. If candidates for the named chair are sought by a national search, they may be nominated or apply. If no national search is held, candidates may be nominated by college deans, the Provost or the President.
- C. When an external candidate is an applicant for the named chair, the candidate must be reviewed for appointment according to the usual procedures and criteria of the department/school/college in which the appointment will be made.
- D. The college dean shall forward nominations for named chairs with his/her recommendation to the Provost. The nomination must include the following.
 1. A letter stating the rationale for the nomination and addressing the criteria for the named chair.

2. The nominee's curriculum vitae.
 3. A narrative description of the nominee's record of accomplishments meriting the appointment.
 4. A statement of the perceived relation of the appointment to achieving the University's mission and goals and strategic plan.
 5. A brief statement of the nominee's interests, the future direction of his/her pursuits, and perceived benefits to the University, college and department/school.
 6. The dean should provide an indication of the expected financial commitment.
- E. The Provost shall call a meeting of the Named Chair Selection Committee whose membership includes:
1. Provost, who will serve as committee chair
 2. Vice President for Research
 3. Vice Provost for Graduate and Undergraduate Academic Programs ~~Dean of Graduate Studies and Associate Vice President for Research~~
 4. Three top scholars to be named by the President
 5. Donor or a representative, if the donor chooses to participate.
- F. The Named Chair Selection Committee reviews the nominations and supporting materials and sends a recommendation to the President.
- G. The President reviews all supporting materials and makes a recommendation to the Board of Visitors for final approval of the appointment.

NUMBER: 1407
TITLE: Guidelines for Selection of Named Professorships
APPROVED: June 15, 2004

I. Statement of Purpose and Expectations

The purpose of the award of a named professorship is to recognize and provide support to an Old Dominion University faculty member who has exhibited sustained excellence in teaching and/or research as well as a continuing, exemplary commitment to the University.

Appointments to named professor positions are for a five-year period, and they are renewable based on an in-depth performance review. Each named professor shall receive a document from the Dean, with input from the department/school chair or center director where appropriate, outlining research, teaching, and service expectations over the next five years. The recipient will ~~fill the requirements of the described professorship and~~ serve as a model of professional accomplishment and commitment to the mission of the University.

The recipient must hold a full-time faculty or senior research appointment at Old Dominion University.

II. Selection Procedures

The selection and appointment procedures will be as follows.

- A. The candidate will be recommended by the department's Promotion and Tenure Committee
- B. The college dean will forward the nomination and his/her recommendation to the Provost along with:
 - 1. A letter stating the rationale for the nomination and addressing the criteria for the named professorship.
 - 2. The nominee's curriculum vitae.
 - 3. A narrative description of the nominee's record of accomplishments meriting the appointment.
 - 4. A statement of the perceived relation of the appointment to achieving the University's mission and goals and strategic plan.
 - 5. A brief statement of the nominee's interests, the future direction of his/her pursuits, and perceived benefits to the University, college and department/school.

6. The dean should provide an indication of the expected financial commitment.
- C. The Provost will consult the Named Chair Committee and recommend to the President who will make a recommendation to the Board of Visitors for final approval of the appointment.

December 4, 2014

APPROVAL OF PROPOSED REVISIONS TO THE FACULTY GRIEVANCE
POLICY

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the Faculty Grievance Policy, effective January 1, 2015.

Rationale: Some of the proposed revisions to the Faculty Grievance Policy are editorial and are intended to clarify the policy. More substantive changes proposed are as follows.

- The inclusion of the newly instituted Faculty Mediation program that may be requested by the faculty member during the informal resolution phase.
- Provisions for electronic filing of information.
- A change in the time period for review of the policy from a biennial basis to every five years.
- The addition of a section on Maintenance of Records as suggested by Bruce White, University Records Manager. The new section specifies the time period required for retention of documents and indicates that the records should be maintained in the University Counsel's Office.

NUMBER: 1470

TITLE: Faculty Grievance Policy

APPROVED: June 15, 1978; Revised May 15, 1982; Revised June 15, 1989; Revised November 14, 1990; Revised June 22, 1995

I. General

A. Purpose

The purpose of this policy is to supplement the administrative and academic procedures of Old Dominion University and to provide a grievance procedure which will insure academic due process and fair treatment for faculty.

B. Application

Only faculty under full-time teaching and research contracts and professional librarians may use the procedure described in this policy. A teaching and research administrator with departmental designation may use the procedure but only to grieve, in accordance with the requirements described herein, an action concerning the academic promotion of or the award of tenure to that administrator.

C. Definition of Grievance

As used in this policy, a grievance is an allegation by a faculty member that he or she has suffered direct injury as a result of the following:

1. An action, refusal to act, or a failure to act by an administrative officer of the university which deviated materially from the existing policies or procedures of the university; or
2. An action, refusal to act, or a failure to act by an administrative officer of the university which was arbitrary, capricious, unreasonable, or contrary to the facts.

~~“Action,” as used in this policy, includes the failure or refusal of an administrative officer of the university to take an action.~~ "Administrative officer," as used in this policy, refers to any individual exercising administrative authority, including, but not limited to, a department chair or a program director.

D. Remedies

1. Except as otherwise provided herein, a faculty member who chooses to grieve under this policy may seek any remedy appropriate to the grievance which the university has the authority to provide.

2. The remedy available to a faculty member who chooses to grieve a personnel action, i.e., a nonreappointment, promotion, evaluation, salary increment, a decision not to award tenure, or appointment to emeritus status, is the initiation of a proper reconsideration of that decision through the applicable procedures of the university.

E. Limitations Upon the Application of the Grievance Policy

1. Except as provided in I. E. 3 ~~paragraph 3~~ herein, a faculty member must exhaust existing administrative or academic procedures for review of an action about which the faculty member chooses to grieve prior to filing a grievance under this policy.
2. An action concerning the imposition of a sanction upon a faculty member or the dismissal of faculty from employment member due to a financial exigency, etc. must be reviewed in accordance with the applicable policies for review of such an action and may not be reviewed under this Grievance Policy unless the applicable policies so provide.
3. An action concerning the promotion of a faculty member or the award of tenure to a faculty member must be grieved by that faculty member after action by the provost and vice president for academic affairs but before the faculty member's request for review by the president.
4. An action concerning the promotion of a faculty member, the nonreappointment of a faculty member, or the award of tenure to a faculty member only may be grieved by that faculty member upon the ground that there was a material deviation from the applicable procedures of the university during the process leading to the action.

F. Maintenance of Records

1. The complaint and all records developed during the investigation of the complaint shall be considered confidential and shall not be released except as required by law or by the provisions of this policy.
2. The complaint and all records developed during the investigation of the complaint shall be retained in the University Counsel's Office for a period of three years after the date of the final determination. Records developed as a result of the grievance will be filed separate from the faculty member's official personnel file. Thereafter the records shall be destroyed unless state or federal action is pending.

II. Informal Resolution of a Grievance

- A. A faculty member who chooses to grieve under this policy should ~~shall~~ first discuss the matter with the administrative officer whose action decision or failure to act ~~decide~~ is the basis for the grievance.

- B. If the discussion does not produce a resolution, the faculty member may request mediation provided by the Faculty Mediation program through the Faculty Senate Office.
- C. If, as a result of the faculty member's discussion with the administrative officer, the matter is not resolved to the faculty member's satisfaction, the faculty member shall discuss the matter with the immediate supervisor of the administrative officer whose action is the basis of the grievance. The faculty member shall not discuss the matter with the immediate supervisor of the administrative officer if the immediate supervisor is the president.
- D. If, as a result of these discussions and/or mediation, the matter is not resolved to the faculty member's satisfaction, the faculty member may proceed to formal resolution of the grievance.

III. Formal Resolution of a Grievance

A. Written Statement of Grievance

1. A faculty member shall initiate formal resolution of a grievance by filing a written statement of grievance with the chair of the Faculty Grievance Committee.
2. The written statement filed electronically by the faculty member shall contain, as a minimum, the following:
 - a. a description of the action, refusal or failure to act by the administrator ~~that about which~~ the faculty member is grieving;
 - b. the grounds upon which the faculty member is grieving the action, including an identification of the applicable policy or procedures, if any;
 - c. a description of the events leading to the action, refusal or failure to act ~~about which~~ the faculty member is grieving;
 - d. a statement of the injury suffered by the faculty member and the date thereof; and
 - e. a statement of the remedy sought by the faculty member.
3. The written statement should be no longer than 1,000 words.
4. The faculty member should attach to the written statement copies of relevant documentation.

5. Except in cases involving personnel actions, the written statement of grievance shall be filed with the chair of the Faculty Grievance Committee within ninety (90) days of the date that the faculty member suffers the alleged injury. In those exceptional cases when the faculty member can demonstrate that he or she did not know, or have reason to know, of the grievance within ninety (90) days, the Grievance Committee may extend this period to one hundred and eighty (180) days. If the faculty member's grievance concerns a series or pattern of injurious decisions, the period shall run from that date of the latest alleged injury; however, the committee may review all of the decisions in the alleged pattern and the committee may make recommendations concerning all of the decisions in the alleged pattern if it finds that such a pattern did exist and that any incident of the pattern occurred within the number of days specified herein.
6. In a case involving a personnel action, i.e., a nonreappointment, promotion, evaluation, salary increment or a decision not to award tenure, the written statement of grievance shall be filed with the chair of the Faculty Grievance Committee within thirty (30) days of the date that the faculty member is provided notice of action taken after administrative and academic review procedures have been exhausted as required by paragraphs I(D)(2) and I(E)(3) herein.
7. If the period described in paragraph 5 or paragraph 6 above would expire ordinarily between the university's regular semesters, the period shall be extended and shall expire fifteen (15) days after the beginning of the next regular semester.

B. Review by the Faculty Grievance Committee

Upon a faculty member's filing of a written statement of grievance with the chair of the Faculty Grievance Committee, the Grievance Committee shall review the statement, and, if appropriate, proceed with a review of the grievance in accordance with its applicable procedures, as described in sections II and III of Faculty Grievance Committee and Hearing Panels: Composition and Procedures.

C. Withdrawal and Settlement of Matters Before the Committee

The faculty member in any matter before the Grievance Committee may withdraw the matter at any time during the committee's proceedings without the ~~need of the~~ committee's or a hearing panel's approval. Such a settlement removes the matter from the jurisdiction of the committee and closes the case. The committee or a hearing panel may take whatever steps it deems necessary and appropriate to encourage settlement.

IV. Decision by the President

- A. Upon the conclusion of the applicable procedures of the Grievance Committee and upon the president's receipt of the committee's report and recommendation issued as

described therein, the president may decide to accept, alter, or reject the recommendation of the committee as the president sees fit.

- B. Before deciding whether to accept, alter, or reject the recommendations of the committee, the president may request and consider written or oral statements from the parties to the grievance or their designated representatives. Each party must be provided a copy of the written statement filed by the other party and each party must be provided the opportunity to be present when an oral statement is made by the other party. The president shall not discuss the matter with either party prior to making a decision except as provided herein.
- C. If the president decides to alter or reject the recommendations of the committee, the president must state in writing the reasons for that decision.
- D. The president must provide notice to the grievant and to the Grievance Committee of the president's decision, and, if required, the reasons therefore, within thirty (30) days of the president's receipt of the committee's recommendation and report. If the president fails to forward notice to the grievant and to the committee within thirty (30) days, the president shall be deemed to have accepted the committee's recommendation.
- E. The president shall cause the implementation of any remedy provided to the grievant as a result of the president's decision.

V. Review and Evaluation of the Policy and Procedures

The president or his/her designated representative(s) and the Faculty Senate or its designated representative(s) shall jointly review and evaluate this policy every five years ~~on a biennial basis~~. At a Board of Visitors' meeting near the end of an academic year after the review, the president shall present to the Board of Visitors a report describing the results of the review and evaluation and recommending necessary changes, if any. The Faculty Senate, through the designated faculty representative, may present a separate report containing other recommended changes if it should choose to do so.

December 4, 2014

APPROVAL OF A NEW PH.D. PROGRAM IN KINESIOLOGY AND
REHABILITATION SCIENCES

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Ph.D. program in kinesiology and rehabilitation sciences effective with the fall 2015 semester.

Rationale: Old Dominion University seeks approval to initiate a Ph.D. in Kinesiology and Rehabilitation Sciences to begin fall 2015. This will be a collaborative program that breaks down barriers between theoretically-driven research and clinical practice. The proposed degree will reside in the College of Health Sciences, School of Physical Therapy and Athletic Training. Speech-language pathology faculty from the Department of Communication Disorders and Special Education in the Darden College of Education will also participate and have been part of the degree development process.

The purposes of the Ph.D. in kinesiology and rehabilitation sciences will be to: 1) prepare students who have a movement science, biology, or health professional background with the knowledge and skills to assume the role of productive faculty members within an undergraduate, graduate or professional preparation program, and 2) prepare students to use the scientific method to test, compare, and advance knowledge in the area of kinesiology and rehabilitation of people with disabilities.

The target population for the new program consists of athletic trainers, kinesiologists, occupational therapists, physical therapists, and speech/language pathologists. The curriculum will focus on studying movement in the service of improving health care. Examples of collaborative studies that could develop are neural correlates of motor and speech/language changes associated with stroke rehabilitation, use of virtual reality for rehabilitation of gait post-stroke, and assessing falls risks in individuals with type 2 diabetes.

The new program maximizes the use of faculty and resources already in place. Because there is no similar Ph.D. in the area, the program fills a need in Hampton Roads. Area health providers and institutions will have a greater pool of highly educated and interdisciplinary-oriented clinicians from which to draw. Clinical studies can target needs of local citizens in the following areas: falls risk studies, concussion assessment and rehabilitation, and facilitating gestures for communication and upper extremity movement in people with aphasia and motor deficits post stroke.

**Proposal for PhD in Kinesiology and Rehabilitation Sciences
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Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to initiate a PhD in Kinesiology and Rehabilitation Sciences (KRS) to begin fall 2015. This degree has been created to combine two distinct but related areas of study: Kinesiology and Rehabilitation Sciences. According to the American Kinesiology Association, “Kinesiology is an academic discipline which involves the study of physical activity and its impact on health, society, and quality of life. It includes, but is not limited to, such areas of study as exercise science, sports management, athletic training and sports medicine, socio-cultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health related fields.”¹ According to the Institute of Medicine, rehabilitation science is “the study of movement among states in the enabling-disabling process. This involves the fundamental, basic, and applied aspects of the health sciences, social sciences, and engineering as they relate to (1) the restoration of functional capacity in a person and (2) the interaction of that person with the surrounding environment.”² The same document goes on to state that “an effective rehabilitation program would incorporate the views and skills of many specialists and experts working together for a common goal.”² The PhD in Kinesiology and Rehabilitation Sciences seeks to capture a subset of kinesiologists and a subset of rehabilitation professionals who are interested in expanding their understanding of movement to the service of improving health (see figure 1.)

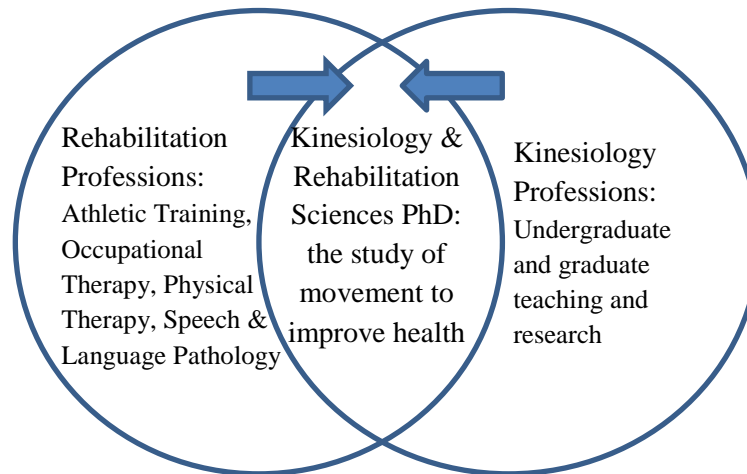


Figure 1. The intersecting interest of rehabilitation practitioners and kinesiologists form the collaborative model for the PhD in Kinesiology and Rehabilitation Sciences.

¹ <http://www.americankinesiology.org/about-us/about-us/about-aka>

² Brandt, E. N., Pope, A. M., & Institute of Medicine (U.S.). Committee on Assessing Rehabilitation Science and Engineering. (1997). Enabling America : assessing the role of rehabilitation science and engineering. Washington, D.C.: National Academy Press.

Movement studied by KRS students may include walking, running, articulating words, coordinating breathing with speech, gesturing for communication, swallowing, performing activities of daily living or participating in recreational activities. Motor performance can be examined from a basic science perspective that does not have direct clinical application. An example is a published study by faculty member Steven Morrison on the upper frequency limits of coordination patterns³. Conversely, faculty member Bonnie Van Lunen is co-author on a study of hamstring strength in collegiate athletes⁴. That study is very much concerned with the clinical problem of injury, although it does not utilize advanced movement analysis. A third published study features three KRS faculty members: Physical Therapist Martha Walker, Athletic Trainer Bonnie Van Lunen, and Movement scientist Steven Morrison⁵. The publication of this collaborative study in the highly respected Archives of Physical Medicine and Rehabilitation demonstrates the advantages of cross-disciplinary teams. Speech pathology faculty member, Anastasia Raymer, has had funding from the National Institutes of Health to collaborate with Martha Walker in Physical Therapy and engineering colleagues Rick McKenzie and Stacie Ringleb to study neural correlates of motor and speech/language changes associated with stroke rehabilitation. The collaborations that faculty at ODU have formed as working professionals has extended the boundaries of our research and enhanced our ability to teach in our respective areas. We contend that creating an interdisciplinary PhD based on overlapping interests will provide students with a model for collaborative research while they participate in a very focused and robust degree program. The result will be practitioners that understand the science of movement, and basic scientists that understand issues and considerations of the translation of science to practical applications.

The National Institutes for Health have developed funding opportunities that have the goal "...to support collaborative translational research projects aligned with NIH efforts to enhance the translation of basic biological discoveries into clinical applications that improve health."⁶ The PhD in Kinesiology and Rehabilitation Sciences is a collaborative-style program that breaks down barriers between research and clinical practice. The proposed degree will reside in the College of Health Sciences (COHS), School of Physical Therapy and Athletic Training. Speech-language pathology faculty from the Darden College of Education, Department of Communication Disorders and Special Education will also participate and have been part of the degree development process.

The purposes of the PhD in KRS will be to: 1) prepare students who have a movement science, biology, or health professional background with the knowledge and skills to assume the role of

³ Morrison, S., Hong L., Newell, K. (2009) *Upper frequency limits of bilateral coordination patterns*. Neuroscience Letters, Vol 454, pp 233-238.

⁴ Doherty, J, Van Lunen, B, Ismaeli, Z., Onate, J. (2013) *Hamstring strength measurements in collegiate athletes with a history of hamstring injury*. Athletic Training & Sports Health Care, Vol4 (1), pp38-44.

⁵ Walker, M, Ringleb, S, Maihafer G, Walker, R, Crouch J, Van Lunen, B, Morrison, S. (2010) *Virtual reality-enhanced partial body weight supported treadmill training post stroke: feasibility and effectiveness in 6 subjects*. Archives of Physical Medicine and Rehabilitation, Vol 91, pp115-122.

⁶ <http://grants.nih.gov/grants/guide/pa-files/PA-13-029.html>

productive faculty member within an undergraduate, graduate or professional preparation program, and 2) prepare students to use the scientific method to test, compare, and advance knowledge in the area of kinesiology and rehabilitation of people with disabilities.

ODU Mission

The mission of ODU states “Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.” The PhD in KRS will align with this mission by providing a rigorous academic program that will prepare graduates for collaborative careers in teaching and research.

Admission Criteria

Criteria for acceptance include:

- A graduate degree (Master’s or Clinical Doctorate) in kinesiology, exercises science, athletic training, occupational therapy, physical therapy, speech & language pathology, or a related field.
- Three references, at least two of which are from former professors familiar with the applicant’s academic performance;
- Official transcripts from each undergraduate and graduate program attended;
- GRE score of at least 150 each in the verbal and quantitative sections of the test and at least 4 on the written section;
- Applicants whose native language is not English must also submit current scores for the Test of English as a Foreign Language (TOEFL) of at least 550.
- Prospective students will complete an application online at www.odu.edu/admission/graduate . An application fee of \$50 is due at the time of application.
- Applicants are encouraged to call the Program Director before applying to discuss whether their educational and research interests are a good fit with the program.

Admission as a graduate student at ODU does not imply acceptance into the PhD in KRS. A program admissions committee will consist of the Program Director, and at least one faculty member from each of the participating faculty disciplines: Kinesiology, Athletic Training, Physical Therapy, and Speech-Language Pathology. In addition there will be one committee member from the Department of Human Movement Sciences in the College of Education. The admissions committee will meet once per semester to consider applications, but could be called together more often if needed. Acceptance into the PhD in KRS program will be determined by the committee.

Target Population

The PhD in Kinesiology and Rehabilitation Sciences targets kinesiologists and rehabilitation professionals who are interested in becoming leaders, teachers and scholars in their respective fields through developing expertise in movement control. We will attract students from different but related fields, brought together by a desire for deeper understanding of how people move and how to help people move better in spite of disease, illness or accident. They will return to their different fields to teach, qualified to relay an understanding of movement to students in their disciplines. They will return to their different fields to engage in research, ready to collaborate with their colleagues across programs and departments.

- Graduates with a kinesiology or exercise science educational background will most likely seek a teaching and research position in an undergraduate or graduate program in kinesiology. They may also find a home in a program with a multidisciplinary emphasis such as the Department of Kinesiology & Rehabilitation Science at the University of Hawaii, Manoa⁷.
- Graduates with an Athletic Training educational background will most likely seek a teaching and research position in a professional or post-professional program for Athletic Trainers. For programs at the Master's level, such as the MSAT at ODU and the MSAT at the University of Hawaii, Department of Kinesiology & Rehabilitation Sciences reference above, a PhD is the appropriate faculty degree.
- Graduates with a Physical Therapy educational background will most likely seek a teaching and research position in a Doctor of Physical Therapy program. The DPT is a clinical doctorate rather than a research degree. Faculty seeking a tenure-track position at most universities would need to have a PhD. All DPT curricula include the topic of kinesiology. For example, the DPT program at ODU has a two-course series: Biomechanics/Kinesiology I and Biomechanics/Kinesiology II. These courses are taught by physical therapist Martha Walker and kinesiologist Steven Morrison.
- Graduates with a Speech-Language Pathology educational background will most likely seek a teaching position in a Speech-Language Pathology program. Their degree in Kinesiology and Rehabilitation Sciences will enhance their understanding of movement in communication and rehabilitation.

Curriculum

The curriculum was designed by faculty stakeholders in the areas of Kinesiology, Athletic Training, Physical Therapy, and Speech-Language Pathology with an eye towards finding the common threads of content in each discipline that would bring the various faculty and students together. We also wanted to create robust interdisciplinary program that would be a good fit for the developing job market for educators in kinesiology and the health professions and for researchers capable of collaborative efforts to translate laboratory experiments to patient care improvements. We developed six core courses that we believe will bring added value to the students.

⁷ <https://coe.hawaii.edu/academics/kinesiology-rehabilitation-science>

The core includes a course on theoretical models and a course on critical appraisal of evidence in the referenced disciplines. All students will learn theoretical models together and will observe and critique each other's appraisal of evidence in the different areas of study. This will help improve understanding down the road so that when these graduates are working in academic departments with their colleagues from a different discipline they will be better able to collaborate in both education and research.

Four of the core courses deliver content on motor control and motor learning. These are terms that refer to how the brain develops movement strategies and handles challenges to the body (moving against gravity, swallowing, speaking, walking upright, moving quickly, etc.) The referenced disciplines have more in common for these challenges than a casual observer might think. For example, speech and swallowing are not well-developed if a person has not developed the head control of upright posture. A stroke in the left hemisphere of the brain can affect a person's ability to walk as well as a person's ability to find words to speak. These are different manifestations of the same injury, and rehabilitation techniques used to rehabilitate walking may interact with those used to rehabilitate communication skills. Another example is the quick "sidelines" screening of a football player who possibly sustained a concussion. It is essential to validate this and other types of screening for injuries. The sophisticated tools available in a kinesiology laboratory can provide some answers but for that to happen there has to be cross-professional education at the level of researchers.

The Research core is fairly standard for a PhD program and will provide students with necessary skills to begin designing and carrying out experiments, with mentorship.

The Experiential / Apprenticeship courses are intended to provide students with hands-on practice in research and teaching. Students will use these courses to put into application the content and skills that the core curriculum and research core has afforded them. Each student will take two elective courses agreed upon by the student and his or her advisor.

And finally, after passing the candidacy exam each student will take at least 12 credit hours of dissertation research in which he or she will fully develop original research for presentation as the culminating product of the degree.

The total number of credit hours will be a minimum of 51 credit hours beyond a Master's Degree or Clinical Doctorate to complete the PhD in KRS. Applicable coursework transferred from another graduate program at ODU or other accredited institution is limited to a maximum of 12 credit hours. Transfer credits must be approved by the student's advisor, after consultation with the admissions committee. Courses are listed below. Each student will work with his or her advisor to develop a program of study of the appropriate research and elective courses. A sample curricular plan is provided in Appendix A. Current course descriptions are provided in Appendix B.

Core Courses 18 credit hours required

- *KRS 830 Theoretical Models in Kinesiology and Rehabilitation (3 cr)
- *KRS 835 Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation (3cr)
- *KRS 851 Motor Performance: Rhythmic / Cyclic Movements (3 cr)
- *KRS 852 Motor Performance: Discrete Movements (3 cr)
- *KRS 855 Neuroscience of Motor Control (3 cr)
- *KRS 857 Motor Learning in Health and Rehabilitation (3 cr)
- *Denotes new course

Research Core 9 credit hours required

- FOUN 812 Research Design and Analysis (3 cr)
- HLSC 811 Quantitative Research Methods (3 cr)
- FOUN 814 Qualitative Research (3 cr)
- FOUN 816 Single Subject Research Designs (3cr)

Experiential Learning / Apprenticeships 6 credit hours required

- *KRS 898 Supervised Research (1-3 cr) may be repeated 3 to 4 times
- *KRS 897 Structured Teaching Experience (3cr)
- *Denotes new course

Electives – 6 credit hours required as determined by student and advisor.

- BIO 672 Responsible Conduct of Research (2 cr)
- CSD 850/750 Organic Speech-Language Disorders (3 cr)
- *KRS 856 Balance & Postural Control (3 cr)
- PT 792 Neuroscience I (3 cr)
- PT 793 Neuroscience II (3 cr)
- HLSC 873 Development of Grants and Contracts in the Health Professions (3 cr)
- SPED 702/802 Cognitive Processes/Learning Strategies of Special Needs (3cr)
- HMS 727 Advanced Biomechanics (3cr)
- *Denotes new course

Dissertation Research 12 credit hours required

- *KRS 899 Dissertation Research from 1 to 9 credit hours per semester.
- *Denotes new course

Written and Oral Examinations

Students in the PhD in KRS will be required to pass written and oral examinations to qualify for candidacy for the degree of Doctor of Philosophy. These examinations will assess the student's ability to coherently relate information taken from the core and research skills courses in a critical and scholarly manner. The student's advisor must recommend the student for the candidacy exam during the semester in which he/she is scheduled to complete all coursework (except for dissertation hours) required for the degree. The Program Director is responsible for coordinating the administration of the written and oral candidacy examinations and will appoint a committee to administer the exams. The examination committee will be made up of at least

three (3) faculty members participating in the KRS program. The procedure for candidacy exams will follow guidelines in the *Old Dominion University Graduate Catalog*.

After successful completion of the written examination, students will complete an oral examination prior to the end of the following semester. The oral examination may include material covered in the written examination, along with additional curricular material. All students must pass both the written and oral candidacy examinations. Any student not passing an examination will be allowed to take it a second time. If a student does not pass an exam on the second attempt, that student will be dismissed from the program.

Dissertation Research Stage Once the written and oral candidacy examinations have been passed, a dissertation committee will be formed to supervise dissertation research. This committee will be formed by the student in consultation with his or her advisor and approved by the Program Director and will be comprised of the student's advisor, at least one other faculty member active in the KRS program, and a third faculty member that is outside the student's immediate discipline. The third faculty member may be from the College of Health Sciences or the Darden College of Education. A fourth committee member is permitted but not required.

In consultation with the dissertation committee, the student will prepare a dissertation proposal for presentation to the graduate faculty and approval by the committee. After approval of the dissertation proposal, the chair of the dissertation committee shall recommend the student's admission to candidacy to the Program Director and the Dean. Each student will complete at least 12 credit hours of dissertation studies (KRS 899: Dissertation) during which major work will result in development of a doctoral dissertation that represents original research efforts by the student. Upon completion of the dissertation, the student's dissertation committee will conduct a public examination and defense of the dissertation. Final approval is the responsibility of the dissertation chair, the Program Director, and ultimately the Dean of the College of Health Sciences, who together certify the candidate for graduation.

Time to Degree

This 51 credit hour degree will take two full years, including summers, to complete coursework up to dissertation work. It is estimated that most full-time students will take an addition 2 years to complete and defend their dissertation work, making time to degree 4 years, with some students taking an extra year. Health care professionals often perform contract work and can decrease their work hours to attend classes. They would therefore be working part time and enrolling as full-time students. We plan to attract a mix of students, with 4-5 enrolled full-time and 2-3 enrolled part-time. A part-time student will take longer to degree completion.

Student Retention and Continuation Plan

All PhD in KRS students will attend an orientation session at the beginning of their course of study to meet program faculty, review the general policies and procedures for continuance, discuss program requirements and ask questions. Each student will also meet with his or her faculty advisor prior to registering for classes each semester. At the time of the semester

meeting, the student and advisor will review the student's academic performance. The advisor will make sure the student understands that his or her grade point average after 12 credits needs to be at least 3.0 in order to continue in the program in good standing. If a student is struggling to achieve a 3.0, the advisor will work with the student to put a plan of action in place to improve academic performance. This may include such things as recommending a tutor, recommending a change of study habits, additional resources for a difficult topic, or referral to the University's Student Success Center.

If a student's GPA falls below 3.0, that student will be placed on academic probation. At that time the student will meet with both his or her advisor and the Program Director. If the Program Director is the student's advisor, an additional KRS program faculty member will attend the meeting with the student. At that meeting the participating faculty will make sure that the student understands that if the grade point average is not raised to 3.0 or above within the next 12 credit hours the student will be dismissed from the program. The student will be asked to present a plan of action to assure success in subsequent courses.

The faculty advisor is expected to be the student's research mentor during the program, although it is possible for the student to change mentors if the area of study fits another advisor's expertise better.

Faculty

An interprofessional group of faculty will work in collaboration to teach the core courses of the program in Kinesiology and Rehabilitation Sciences and mentor students. Their brief CVs and their experience mentoring doctoral students are found in Appendix C. Combined they have an extensive record of scholarship with over 200 publications in peer-reviewed journals and approximately 65 internally and externally funded grants. Faculty members that are clinicians have a combined total of 85 years of clinical experience in their respective fields. The group includes three full Professors, three Associate Professors and four Assistant Professors.

The primary teaching responsibilities of Daniel Russell and Steven Morrison will be in the KRS program. They will maintain secondary teaching responsibilities in the Doctor of Physical Therapy program, where they will teach one course each per year. Martha Walker, KRS Program Director, will co-teach two of the core KRS courses with Daniel Russell. She will also teach one course per semester in the Doctor of Physical Therapy program. Faculty with expertise in Athletic Training (Hanna Hoch, Matt Hoch, Bonnie van Lunen), Physical Therapy (Karen Kott), and Speech/Language Pathology (Stacie Raymer, Rachel Johnson) will team teach two of the core courses. In addition to their participation in the core curriculum, the faculty listed will also mentor students (all faculty), supervise the Experiential Learning / Apprenticeship courses (van Lunen, Morrison, M. Hoch) and teach an elective course (Morrison, Johnson). George Maihafer is interested in mentoring students and participating on doctoral committees. He has been an active member of the proposal development team.

Program Administration

The Program will be housed in the School of Physical Therapy and Athletic Training. A full-time faculty member from that School will serve as Program Director. The Program Director will teach in the program, serve on committees, and provide administrative oversight for the PhD in KRS. She will also serve on the College of Health Sciences Graduate Committee and will assure KRS Program compliance with University policies and procedures.

The KRS degree program faculty will meet three times per year: just prior to or during the fall semester to review policies and procedures and update them as necessary to make sure they are in alignment with the University at the end of the spring semester to discuss student and program assessment. The Program Director may call additional faculty meetings as needed.

Student Assessment

Students will engage in ongoing formative assessments as they complete the respective core, research and elective components of the academic program. The experiences will culminate in a summative assessment of student learning in written and oral comprehensive examinations. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

- Develop expertise in the body of knowledge in Kinesiology and Rehabilitation Sciences
- Demonstrate adherence to principles of responsible conduct of research.
- Critically analyze research publications and presentations in their areas of focus in kinesiology and rehabilitation sciences.
- Design and conduct original research and data analysis, which may include systematic review and/or meta-analysis related to their area of focus in kinesiology and rehabilitation sciences
- Disseminate research results in format suitable for presentation and/or publication
- Effectively develop and deliver instruction in an undergraduate or graduate university program.

Below is a map of the core curriculum with course numbers and titles, course objectives and methods of assessment associated with each student learning outcome (SLO). Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is a process rather than a one-time event. A student may engage in an activity, such as critically analyzing a research publication, five different semesters and each time his or her understanding and skill will be further developed. By completion of the curriculum each student will have had the opportunity to demonstrate mastery of each SLO.

Map of Kinesiology and Rehabilitation Sciences Program Competencies onto Core Courses

<p>Student Learning Outcomes</p> <p>The student will</p>	<p>Courses & Co-curricular activities that develop competency</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>	<p>Courses & Co-curricular activities that demonstrate mastery</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>
<p>1. Develop expertise in the body of knowledge in Kinesiology and Rehabilitation Sciences</p>	<p>KRS 830 Theoretical Models in Kinesiology and Rehabilitation Assessment: Case Study and Theory Papers and Presentations</p> <p>KRS 835 Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation Sciences Assessment: Paper, Topic Paper & Presentation, Systematic Review Paper & Presentation.</p> <p>KRS 851 Motor Performance: Rhythmic / Cyclic Movements Assessment: Lab Report, Presentation, Midterm & Final Exams.</p> <p>KRS 852 Motor Performance: Discrete Movements Assessment: Lab Report, Presentation, Midterm & Final Exams.</p> <p>KRS 855 Neuroscience of Motor Control Assessment: Exams (2), Written Paper, Presentations, Class Discussions.</p> <p>KRS 856 Balance and Postural control Assessment: Review Paper; Paper and Presentation; Presentation of Results; Class Discussions</p>	<p>KRS 898 Supervised Research Assessment: Completion of measurable objective defined at beginning of semester</p> <p>Pass Comprehensive Exam in content area of Kinesiology and Rehabilitation Sciences</p> <p>KRS 899 Dissertation Research Dissertation Defense</p>

<p>Student Learning Outcomes</p> <p>The student will</p>	<p>Courses & Co-curricular activities that develop competency</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>	<p>Courses & Co-curricular activities that demonstrate mastery</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>
	<p>KRS 857 Motor Learning in Rehabilitation</p> <p>Assessment: Assignments 1, 2; Midterm and Final exam</p>	
<p>2. Demonstrate adherence to principles of responsible conduct of research</p>	<p>Responsible Conduct of Research, Human Subjects Training and HIPAA training</p> <p>HLSC 810 Research Design and Application in Health Services Research</p> <p>Assessment: Quizzes</p> <p>HLSC 812</p> <p>Assessment: Research Proposal</p> <p>FOUND 816</p> <p>Assessment: Proposal Presentations and Exam</p>	<p>KRS 898 Supervised Research</p> <p>Assessment: Completion of measurable objective defined at beginning of semester</p> <p>KRS 899 Dissertation Research</p> <p>Dissertation Defense</p>
<p>3. Critically analyze research publications and presentations in their areas of focus in kinesiology and rehabilitation sciences</p>	<p>HLSC 810 Research Design and Application in Health Services Research</p> <p>Assessment: Quizzes, exams</p> <p>HLSC 811 Health-Care Research Methodologies I</p> <p>Assessment: Homework Assignments, exams</p> <p>HLSC 812</p> <p>Assessment: Written Assignment #1</p> <p>FOUND 816</p> <p>Assessment: Article Critiques (2)</p>	<p>KRS 898 Supervised Research</p> <p>Assessment: Completion of measurable objective defined at beginning of semester</p> <p>KRS 899 Dissertation Research</p> <p>Dissertation Defense</p>

<p>Student Learning Outcomes</p> <p>The student will</p>	<p>Courses & Co-curricular activities that develop competency</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>	<p>Courses & Co-curricular activities that demonstrate mastery</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>
	<p>KRS 835 Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation Sciences Assessment: 5 Assignments: Paper, Topic, Presentation, Systematic Review, Systematic Review Presentation</p> <p>KRS 851 Motor Performance: Rhythmic / Cyclic Movements Assessment: Analysis of a rhythmic movement disorder or injury</p> <p>KRS 852 Motor Performance: Discrete movements Assessment: Analysis of discrete movement disorder or injury</p>	
<p>4. Design and conduct original research and data analysis, which may include systematic review and/or meta-analysis related to their area of focus in kinesiology and rehabilitation sciences</p>	<p>HLSC 810 Research Design and Application in Health Services Research Assessment: Quantitative Research Proposal</p> <p>HLSC 812 Assessment: Qualitative Research Proposal</p> <p>FOUND 816 Assessment: Research Question, Literature Review, Logic Model, and Proposal</p>	<p>KRS 898 Supervised Research Assessment: Completion of measurable objective defined at beginning of semester</p> <p>Pass Comprehensive Exam in area of Research Methods</p> <p>KRS 899 Dissertation Research</p> <p>Dissertation Defense</p>

<p>Student Learning Outcomes</p> <p>The student will</p>	<p>Courses & Co-curricular activities that develop competency</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>	<p>Courses & Co-curricular activities that demonstrate mastery</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>
<p>5. Disseminate research results in format suitable for presentation and/or publication</p>	<p>HLSC 810 Research Design and Application in Health Services Research Assessment: Exams</p> <p>HLSC 811 Assessment: Exams, Statistical Analysis project</p> <p>HLSC 812 Assessment: Assignments 2 & 3: Observation and Interview</p> <p>KRS 830 Theoretical Models in Kinesiology and Rehabilitation Assessment: Case Study and Theory Papers</p>	<p>KRS 898 Supervised Research Assessment: Completion of measurable objective defined at beginning of semester</p> <p>KRS 899 Dissertation Research</p> <p>Dissertation Defense</p>
<p>6. Effectively develop and deliver instruction in an undergraduate or graduate university program</p>	<p>KRS 830 Theoretical Models in Kinesiology and Rehabilitation Assessment: Case Study and Theory Presentations</p> <p>KRS 835 Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation Sciences Assessment: Topic Presentation; systematic Review Presentation</p> <p>KRS 851 Motor Performance: Rhythmic / Cyclic Movements Assessment: Presentation</p> <p>KRS 852 Motor Performance: Discrete Movements Assessment: Presentation</p>	<p>KRS 897 Supervised Teaching Experience Assessment: Syllabus, lessons, lesson plans, exams, and teaching performance as delineated in syllabus.</p>

<p>Student Learning Outcomes</p> <p>The student will</p>	<p>Courses & Co-curricular activities that develop competency</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>	<p>Courses & Co-curricular activities that demonstrate mastery</p> <p>Course Number & Title</p> <p>Assessment⁺</p> <p>⁺ Instructors will use a rubric for grading papers and presentations.</p>
	<p>KRS 855 Neuroscience of Motor Control</p> <p>Assessment: Exams (2); Paper and Presentation; Class Discussion</p> <p>KRS 857 Motor Learning in Rehabilitation</p> <p>Assessment: Presentation</p>	

Workplace Competencies and Employment Skills

Graduates of the proposed program will have expertise in kinesiology as it pertains to their discipline. They will also have a broad understanding of how kinesiology is applied in other, related disciplines. Graduates will have the skills to critically appraise and conduct research. They will have the attitude and experience to collaborate with colleagues in different but related fields. And they will be able to develop and deliver effective instruction in an undergraduate or graduate university program.

This set of competencies and knowledge will be in demand by many educational programs as they look for faculty with specific kinesiology content expertise and an ability to form collaborative teams. As noted on the National Science Foundation webpage, “NSF has long recognized the value of interdisciplinary research in pushing fields forward and accelerating scientific discovery. Important research ideas often transcend the scope of a single discipline or program⁸.” The PhD in Kinesiology and Rehabilitation Sciences also transcends the scope of a single discipline and is better for it.

The table below was created to explore how much the individual disciplines value knowledge of kinesiology and interprofessional research. Each organization’s website was searched. The results show that there is interest in the area of kinesiology in each of the health professions listed. The interest in interprofessional education is most pronounced in Speech/Language Pathology and Physical Therapy.

Organizational Website	Key Term Search	Search Results
American Speech-Language-Hearing Association http://asha.org	Kinesiology	24 items: research projects, presentation about kinesiology as part of an interprofessional PhD curriculum appropriate for Speech/Language Pathologists.
	Interprofessional Education	331 items: discussions of definition, challenges, strengths, opportunities and examples of SLP involvement in interprofessional education
American Physical Therapy Association http://apta.org	Kinesiology	61 items: research articles, curriculum discussions, continuing education courses
	Interprofessional Education	94 items: articles, information for educators, accreditation core competencies, educational programming, strategies
National Athletic Trainers’ Association http://nata.org	Kinesiology	Approximately 50 items: announcements, continuing educational courses, news of NATA members who are faculty in Departments of Kinesiology, articles
	Interprofessional Education	No items found with this search word.

⁸ http://www.nsf.gov/od/iia/additional_resources/interdisciplinary_research/

American Kinesiology Association http://americankinesiology.org	Kinesiology and Health	“The Intersection of Physical Activity and Public Health: Opportunities for Kinesiology” A workshop announcement for January, 2015 in Charlotte, NC.
	Careers in Kinesiology	Lists 30 professions that use kinesiology as a foundational sciences, including many health careers

Program Assessment

The program will be assessed by the School of Physical Therapy and Athletic Training, the College of Health Science, and the University. The School review will be done annually in the fall of each year starting with the second year students are admitted and will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion
- Analyzing the results of the Old Dominion University Graduate Student Satisfaction Survey for areas where additional student support is needed
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the field and evaluate the program’s ability to meet market demands (n/a for first 3 years)
- Analyzing the dissemination of graduate student related works (dissertation, abstracts, case-studies, research manuscripts)

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU’s institutional mission. The program review may result in strategic decisions about the program, may identify areas of potential improvement, may make resource recommendations, may articulate considerations for expansion or consolidation, and may consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections including consideration of the context of the SCHEV 5-year benchmark and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future

The Dean and Associate Dean will read the program review each year to ensure that benchmarks are met and excellence is maintained. The School's annual review of the program will be sent to the Vice Provost for Graduate and Undergraduate Academic Programs for review each year. The program will be externally reviewed after five years of annual reports (fall of year 6). This review will include a self-study, a visit from external reviewers, and an action plan developed in concert with the Program Director, Program Faculty, Dean and Associate Dean.

Benchmarks of Success

Benchmarks of success for this PhD program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- 4 - 6 new students will be admitted annually
- 75% of students will successfully pass the comprehensive exam
- 75% of the graduating students will be an author on abstracts submitted for publication and presentation at the national level.
- 75% of the graduating students will present research or clinical case studies at a regional or national conference before they graduate.
- 75% of the graduating students will submit a manuscript in conjunction with their research mentor or advisor for peer review before they graduate.
- The program will graduate at least 3 students annually by the completion of the fifth year;
- 75% of graduates will have obtained jobs utilizing their advanced degree within six months of program completion;
- 75% of students will be satisfied with the program as determined by the University's Graduate Student Satisfaction Survey;

If the KRS program has not met one or more of the benchmarks of success, the program director will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Dean and Associate Dean for approval, suggestions, and any allocation of resources necessary for success. The action plan approved by the Dean will be submitted to the Provost for final approval. If the program is not able to develop and sustain excellence as determined by the stated benchmarks of success, it will be discontinued.

Relationship to Existing Degree Programs

The proposed PhD in KRS is a new program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The Bureau of Labor Statistics (BLS) groups Kinesiology Professors, Physical Therapy Professors, and Speech Professors under the heading “Postsecondary teachers⁹” with the job outlook listed as “expected to grow 19 percent from 2012 to 2022, faster than the average for all occupations.” Both the individual rehabilitation professions and the educational professionals are projected to experience higher than average job growth over the next 8 years. The KRS program will be part of the solution to growing faculty shortages in rehabilitation professional programs.

Kinesiology, the study of movement, is a foundation science for many rehabilitation professions¹⁰ and is included into the professional curricula with discipline-specific content. Athletic Training and Speech/Language Pathology are taught at the undergraduate and the graduate level. Physical Therapy is taught only at the graduate level. Faculty teaching in these professional preparation and post-professional programs must have an appropriate doctoral degree. The proposed PhD in Kinesiology and Rehabilitation Sciences is an appropriate doctoral degree for faculty in these rehabilitation professions. It is an interprofessional, collaborative program with a core that provides the student with expertise in kinesiology as it applies to rehabilitation.

Graduates of the KRS program will be filling the need for faculty positions locally, statewide, and nationally in the more than 700 rehabilitation professional programs and the more than 400 programs in kinesiology. They will possess the skills to both educate future professional students as well as influence the world of basic and patient-centered outcomes research, interprofessional communication and teamwork in problem-solving.

Employment Demand

The proposed degree will prepare individuals in the rehabilitation sciences (athletic training, occupational therapy, physical therapy, speech-language pathology) and basic movement sciences (biomechanics, kinesiology) to assume careers in research and/or academics. Shortages of qualified faculty are already a problem for health professional preparation programs. Figure 2 is designed to show that just as there is a content area overlap between kinesiology and rehabilitation sciences with each of them contributing to the resulting area, there is a demand for individuals with expertise in that combined content in each of the contributing professions. The arrows lead back to the individual disciplines as each graduate takes the knowledge, skills and attitudes acquired in the PhD program and applies it to his or her own health profession or foundational science program.

⁹ <http://www.bls.gov/ooh/a-z-index.htm#R>

¹⁰ <http://www.americankinesiology.org/careers-in-kinesiology/careers-in-kinesiology/careers-in-kinesiology>

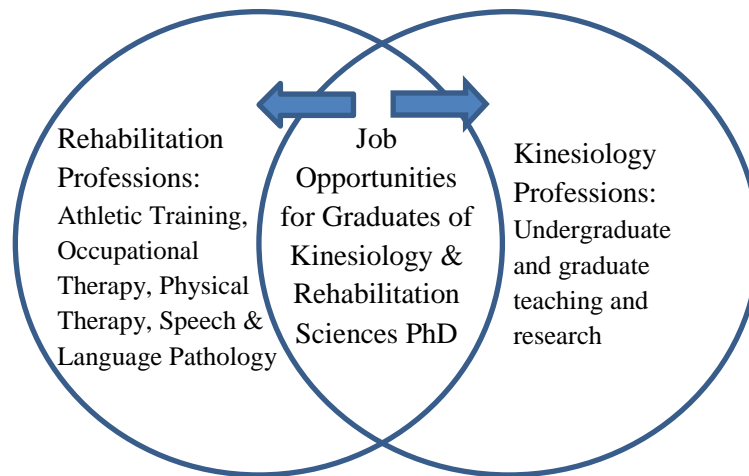


Figure 2. All of the rehabilitation professions listed have a need for faculty with expertise in kinesiology as it applies to the discipline. The field of kinesiology has a need for faculty who understand the clinical/translational applications of the discipline. Faculty in all of these disciplines can collaborate on research.

Employment Demand is summarized below, with advertisements for jobs attached in Appendix D. Individuals with a PhD focused on research in Kinesiology and Rehabilitation Sciences will be valuable faculty members in a variety of basic and health science fields, where existing faculty shortages are predicted to increase. Depending on the nature of the master’s or professional degree the person holds, positions could be available in programs of physical therapy, occupational therapy, biomechanics/ kinesiology, athletic training, and speech-language pathology.

The following table contains the job outlooks for athletic trainers, occupational therapists, physical therapists and speech-language pathologists with the highest level entry degrees covering the next ten years 2012-2022¹¹. The growth in all these professions is consider to be faster or much faster than average.

Professional	Currently Employed	Additional number needed	Predicted growth rate
Athletic Trainer	28,900	5,400	19%
Occupational Therapist	113,200	32,800	29%
Physical Therapist	204,200	73,500	36%
Speech-Language Pathologist	134,100	26,000	19%

Table 1. Jobs outlook for selected rehabilitation professionals. Bureau of Labor Statistics 2014

¹¹ Occupational Outlook Handbook. <http://www.bls.gov/ooh> Accessed 9/12/14

Currently, these individuals are employed nationwide in all settings where health care is provided and taught such as hospitals, outpatient clinics, primary and secondary schools as well as faculty in colleges and universities⁷. Faculty members are needed for these programs to educate the up and coming professionals. Specifically, in the profession of physical therapy 50.1% of the faculty is age 50 years and over³ suggesting the high likelihood of increases in retirement over the next 10 years. For the 2012-13 academic year, there are 153 vacancies across 238 accredited physical therapist programs³. For programs of occupational therapy, there are 159 accredited programs and 30 new programs seeking candidacy² with approximately 120 job postings or 10% of current faculty numbers. One hundred thirty five full-time faculty openings in Speech-Language Pathology are projected for academic year 2012-13 with a five year projected need of an additional 272 openings. The Speech-Language Pathology data represent 252 of the 299 accredited programs¹². Currently in programs for SLP there are approximately 6,694 students enrolled in the entry level. The capacity for enrollment is 6,872, but lack of faculty impacts the ability to fill the programs. Additionally, only 9 Speech-Language Pathologists received a post professional graduate PhD in 2012⁴. To address these shortages, PhD trained faculty are needed.

Student Demand

ODU conducted a survey to determine general interest in the concept of a PhD in Kinesiology and Rehabilitation Sciences, and to explore student preferences. The survey was deployed April 11, 2014 to MSAT and SLP master's students, to second and third year DPT students, and to recent graduates of these ODU programs. The results are presented in Appendix E of this document.

Forty three people responded to the first survey. To the question "If ODU offered a PhD in Kinesiology and Rehabilitation Sciences, would you be interested in enrolling?" Eight (8) indicated they would be "extremely interested"; 10 indicated they would be "very interested"; 13 would be "moderately interested", and the other 12 would be either "slightly interested" or "not at all interested."

Nine of the respondents indicated that if they enrolled they would choose to be a full-time student, and 23 indicated that they would choose to be a part-time student. Most survey respondents (36) wanted block scheduling of classes so that they could continue to work at least part-time while taking classes, and they felt that having some courses offered through distance learning would make the program more attractive to them.

Based on these responses the KRS proposal committee concluded that there was enough student interest to proceed with program planning. Just this limited survey uncovered enough potential applicants to fill a cohort of 4 to 6 students per year with qualified students. The committee also agreed to create block scheduling of core courses so students could take classes around a work schedule. In addition, the committee identified existing research core courses that are offered on-line each semester. While many potential students requested to attend the program on a part-time

¹² American Speech-Language and Hearing Association www.asha.org Accessed 9/12/2014

basis, the committee decided that the program would be stronger if most of the students were dedicated full-time students and only a few part-time students were admitted each year.

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019			2019 - 2020		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
6	5	12	10	18	15	24	20	4	24	20	4

Assumptions:

- Retention percentage: 80%
- Full-time students 4 entering per year. Part-time students 2
- Full-time student average credits hours per semester: 9
- Full-time students graduate in 4 years: 8

Duplication

- There is no PhD program similar to KRS in the Hampton Roads area. ODU offers a PhD in Education which has a concentration in Human Movement Sciences and an emphasis area of Applied Kinesiology. That degree is designed to attract students with a Master’s degree in Kinesiology or Exercise Science, but it does not feature rehabilitation applications or rehabilitation faculty. Included in Appendix G is a letter of support from Dr. Jane Bray, Dean, Darden College of Education, Old Dominion University stating the KRS is not a duplication of the PhD offered by the College of Education.
- The PhD in KRS does not duplicate any other program in the Commonwealth of Virginia. The proposed KRS program is unique in that it includes faculty with educational backgrounds in Athletic Training, Kinesiology/Motor Learning, Physical

Therapy, and in Speech-Language Pathology. Two other PhD Programs in the Commonwealth feature programs with multi-professional designs with movement analysis (part of kinesiology) have different faculty compositions and emphasize different things.

- Virginia Commonwealth University offers a PhD in Rehabilitation and Movement Sciences This program, like our proposed program, is designed to “serve individuals in rehabilitation and movement science fields such as physical therapy, exercise physiology, sports medicine and physical medicine.” It is also designed to encourage collaboration among professionals; however that program’s faculty is comprised solely of physical therapists¹³. The proposed KRS program will be collaborative for program faculty as well as for students. VCU is in Richmond, 90 miles from Norfolk.
- George Mason University offers a PhD in Rehabilitative Sciences. This program is similar to the program we are proposing but with a slightly different focus. This degree “...engages its students to develop as scientists across the spectrum of clinical to translational research”. After completing core courses, students choose one of two tracks: Human Motion, Function and Performance; or Cardiorespiratory Function and Performance. A third track, Biobehavioral Health, is not currently taking students¹⁴. The ODU KRS proposal is more focused on motor control, motor learning and performance. The KRS also does not divide students into separate tracks but instead has a more consolidated core area of kinesiology study (motor control, motor learning and performance) as it applies to health and rehabilitation. George Mason University is 184 miles from Norfolk.

Projected Resource Needs

Over the last five years the School of Physical Therapy and Athletic Training has been laying the groundwork for a PhD program so that most of the resources are already in place. Those faculty that were hired over these last 5 years are active in research and were recruited with an eye towards developing and teaching in a PhD program. The addition of an MSAT in Athletic Training with three research-active faculty was also a strategic move to better position the School to support a PhD. The ODU Monarch Physical Therapy clinic opened in March of this year and will provide a site for clinical research as well as a convenient practice site where some doctoral students can work while taking classes. For example, a student in the KRS program who already has a DPT degree and is licensed to practice physical therapy in Virginia may be able to work in the ODU Monarch Physical Therapy clinic several days per week and may also want to serve as adjunct laboratory instructor for one class in the ODU DPT program. This would give them part-time employment at ODU where they could be immersed in the educational and clinical aspects of physical therapy, but they would not have graduate assistantship status and therefore would not receive a tuition waiver.

¹³ <http://www.sahp.vcu.edu/pt/prospective/phd/rehabmovement.html> accessed 10/17/2014

¹⁴ <http://chhs.gmu.edu/rehabscience/phd-rhbs.cfm> accessed 10/17/2014

Because of the investment already made in the School of Physical Therapy and Athletic Training, the proposed program will not require additional faculty resources, equipment, or space. The participation of two faculty from Communication Sciences and Disorders further strengthens the foundation for this degree and adds another dimension for interprofessional communication and collaboration.

Full-time Faculty

Eight full-time faculty who are either tenured or tenure-track will teach in the PhD in KRS program. The percentage of time they will devote to the PhD program varies, with a calculated total of 2.93 FTEs dedicated to the program. The total cost in terms of faculty salary and fringe benefits is \$671,262. An additional 5 PhD trained faculty within the College of Health Sciences college are interested in serving as dissertation committee members and will be available to help supervise students during their teaching experiences.

No new faculty are requested for this proposal.

Adjunct Faculty

ODU does not anticipate the use of adjunct faculty to initiate and sustain the proposed program.

Graduate Assistants

Three existing graduate assistantships (GAs) semester will be shifted to be filled by KRS students when the program becomes active. These positions are currently filled with doctoral students who work with faculty in the School of Physical Therapy and Athletic Training as Teaching Assistants or Research Assistants, but who are not currently in a PhD program or in a PhD program other than the one proposed. The salary attached to these positions is \$10,000 per year for one of them, and \$15,000 per year for the other two.

Based on the nature of work by rehabilitation professionals, and reinforced by the results of the survey of student interests, we think that many students with professional degrees would prefer to continue clinical work with its higher earning potential rather than accept a graduate assistantship. For example, a physical therapist can currently make \$60 to \$70 per visit in treating patients in their homes. As mentioned, ODU Monarch Physical Therapy is a potential site for licensed PT work. We therefore do not expect to need funding for all full-time KRS students.

In summary, the program will begin in fall 2015 using only current GA positions that are brought over from other programs, with anticipation that clinical professionals enrolled in the program will prefer per diem work with its higher pay compared to GA salary and tuition assistance. External funding through grants and contracts will provide stipends for student work, although this will not create a dedicated GA position.

Classified Positions

There currently are two full-time classified positions within the School of Physical Therapy and Athletic Training who assist with the MSAT and DPT program needs and perform services for ODU Monarch Physical Therapy. The PhD in KRS will be an additional program, smaller than the other two within the School, and without the burden of accreditation.

No additional classified position is requested for this program.

Targeted Financial Aid

The degree program does not offer financial aid and therefore is not available through this mechanism.

Library

The University Library has a strong collection in the health sciences, including Sports Medicine, Physical Therapy, and Speech-Language Pathology. Many current journals are found in the online databases, and the library has a responsive interlibrary loan program for resources outside of the current collection. Both the School of Physical Therapy and Athletic Training and the Department of Communication Disorders and Special Education have annual allowances for books or journals. The total sum that would be available for materials related to the PhD in KRS is \$2,900.

No additional funding is requested for library materials.

Telecommunications

All faculty and support staff who will participate in the PhD in KRS have office space with telephones. The phones are considered University property; however a monthly fee is paid by the department. Both the School of Physical Therapy and Athletic Training and the Department of Communication Disorders and Special Education will continue to pay the telephone fees of their respective faculty members. This is estimated to be approximately \$1,125 per year.

No new telecommunication resources are needed to initiate and sustain the proposed program.

Space

No additional space is required to initiate and sustain the proposed program.

Equipment (including computers)

No new equipment resources are needed to initiate and sustain this proposed program.

Other Resources

In addition to salary, GA benefits of the three existing positions include \$7,416 tuition assistance (9 credit hours per semester, in-state tuition) and \$900 per student for health care coverage. Health care coverage may not be required by all students, but it has been added into the cost for planning purposes. The total cost for these existing GA positions is \$40,000 for salaries and \$24,948 for benefits.

Funding will be required to support graduate students posters, travel and conference registration to encourage dissemination of research and integration into academic activities as students begin to complete research projects. Approximately \$5,000 per year will be provided from the School of Physical Therapy and Athletic Training gift account budget for this. We also anticipate that some external funds can be used to support research-related travel.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes_____ No X

- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes_____ No X

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes_____ No X

- Will each type of space for the proposed program be within projected guidelines? Yes X No_____

- Will a capital outlay request in support of this program be forthcoming? Yes_____ No X

Part B: Fill in the number of FTE and other positions needed for the program				
	Program Initiation Year 2015- 2016		Expected by Target Enrollment Year 2016- 2017	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	2.93	0.00	0.00	2.93
Part-time faculty FTE**	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	3.00	0.00	0.00	3.00
Classified positions		0.00	0.00	0.00
TOTAL	5.93	0.00	0.00	5.93
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added after initiation year				

	Program Initiation Year		Expected by Target Enrollment Year	
	2015- 2016		2016- 2017	
Full-time faculty	2.93	0.00	0.00	2.93
salaries	\$252,456	\$0		\$252,456
fringe benefits	\$92,045	\$0		\$92,045
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries	\$0			\$0
fringe benefits	\$0			\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0			\$0
fringe benefits	\$0			\$0
Graduate assistants	3.00	0.00	0.00	3.00
salaries	\$40,000	\$0	\$0	\$40,000
fringe benefits	\$24,948	\$0	\$0	\$24,948
Classified Positions	0.00	0.00	0.00	0.00
salaries		\$0		\$0
fringe benefits		\$0		\$0
Personnel cost				
salaries	\$292,456	\$0	\$0	\$292,456
fringe benefits	\$116,993	\$0	\$0	\$116,993
Total personnel cost	\$409,449	\$0	\$0	\$409,449
Equipment				
Library	\$2,900			\$2,900
Telecommunication costs	\$1,125			\$1,125
Other costs	\$5,000			\$5,000
TOTAL	\$418,474	\$0	\$0	\$418,474

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____

 Signature of Chief Academic Officer

_____ No _____

 Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

Funding Source	Program initiation year 20____ - 20____	Target enrollment year 20____ - 20____
Reallocation within the department (Note below the impact this will have within the department)		
Reallocation within the school or college (Note below the impact this will have within the school or college.)		
Reallocation within the institution (Note below the impact this will have within the institution.)		
Other funding sources (Specify and note if these are currently available or anticipated.)		

2. Statement

3. Secondary Certification

_____ Agree _____

 Signature of Chief Academic

_____ Disagree

Appendix A- Sample Plan of Study**Sample Curriculum Plan for PhD in Kinesiology and Rehabilitation Sciences**

Below is a sample plan of study for a student enrolling in the PhD in Kinesiology and Rehabilitation Sciences.

Fall I	Credits	Category
KRS 855: Neuroscience of Motor Control	3	Core
KRS 830: Theoretical Models in Kinesiology and Rehabilitation	3	Core
HLSC 811: Quantitative Research	3	Research
Semester Total 9		
Spring I		
FOUN 812 : Research Design and Analysis	3	Research
KRS 857: Motor Learning in Health and Rehabilitation	3	Core
KRS 835: Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation	3	Core
Semester Total 9		
Summer I		
CAD 850 : Neuromotor Speech Disorders	3	Elective
Semester Total 3		
Fall II		
KRS 851: Motor Performance: Rhythmic / Cyclic Movements	3	Core
KRS 897: Structured Teaching Experience	3	Experiential
FOUN 816: Single Subject Research Design	3	Research
Semester Total 9		
Spring II		
KRS 852: Motor Performance: Discrete Movements	3	Core
HLSC 873: Development of Grants and Contracts in the Health Professions	3	Elective
KRS 898: Supervised Research	3	Experiential
Semester Total 9		
Summer II		
KRS 898: Supervised Research	3	Experiential
Semester Total 3		
Comprehensive Exams		
Fall III		
KRS 899 Dissertation	6	Dissertation
Semester Total 6		
Spring III		
KRS 899 Dissertation	6	Dissertation
Semester Total 6		
Summer III and beyond		
Students continue to register for at least 1 credit of KRS 899 Dissertation per semester until completion.		
Total Program Credits 51		

Appendix B- Course Descriptions

Core Courses 15 Credit Hours Required

KRS 830: Theoretical Models in Kinesiology and Rehabilitation (3 credits) NEW

Instructor(s) of record: H. Hoch / M. Hoch / K. Kott Semester/Year Offered: every Spring

This course will explore some of the theories that are common to kinesiology and rehabilitation research. This course will include theories associated with disablement, rehabilitation, patient-centered care, motor control, and models for clinical research. These theories will be applied to clinical and research applications relevant to kinesiology and rehabilitation.

KRS 835: Critical Appraisal and Synthesis of Evidence in Kinesiology and Rehabilitation (3 credits) NEW

Instructor(s) of record: M. Hoch / B. Van Lunen / S. Raymer / K. Kott
Semester/Year Offered: Every fall

This course will introduce the student to critical appraisal of all forms of research in kinesiology and rehabilitation. The purpose of this course is to further develop the student's competence in conducting and evaluating research. The student will develop the skills necessary to find, critically evaluate, and synthesize the available research in order to answer individual research questions or cultivate a line of research inquiry.

KRS 851: Motor Performance: Rhythmic/Cyclic Tasks (3 credits) NEW

Instructor(s) of record: D. Russell / M. Walker Semester/Year Offered: Fall, even years

Locomotion requires the coordination of musculoskeletal, neurological and cardiorespiratory systems to move effectively and efficiently through the environment. Through this course, students will gain an understanding of how typical gait patterns are produced and the changes that occur due to injury and/or disease. Students will gain experience measuring and interpreting kinematics, kinetics and energetics of locomotion using a range of technologies (e.g., pressure sensitive walkway, 3-D motion analysis system, force plates and gas analyzer). This involves understanding the steps involved in accurate data collection, along with the knowledge of how different movement signals are integrated and analyzed in the time and frequency domains. Students will learn to integrate measures of activity and participation, clinical standardized tests, measures of body structure and function, and instrumented locomotion. Critically, students will apply this data to understanding typical gait, gait disorders and injury mechanisms from locomotion.

KRS 852: Motor Performance: Discrete Tasks (3 credits) NEW

Instructor(s) of record: D. Russell / M. Walker Semester/Year Offered: Fall, odd years

Manual actions require the coordination of musculoskeletal, neurological and cardiorespiratory systems to effectively and efficiently interact with, and manipulate, the environment. Through this course, students will gain an understanding of how typical manual movement patterns are produced and the changes that occur due to injury and/or disease. Students will gain experience measuring and interpreting kinematics and kinetics of manual tasks using a range of technologies (e.g., electromyography, accelerometry, load cells, and 3-D motion analysis system). This involves understanding the steps involved in accurate data collection, along with the knowledge of how different movement signals are integrated and analyzed in the time and frequency domains. Students will learn to integrate measures of activity and participation, clinical standardized tests, measures of body structure and function, and instrumented manual

movements. Critically, students will apply this data to understanding the performance of typical and disordered manual movement tasks.

KRS 855: Neuroscience of Motor Control (3 credits) NEW

Instructor(s) of record: S. Morrison Semester/Year Offered: Spring, even years

This course covers neuroscience with specific regard to the fundamental design, organization and workings of the central nervous system (CNS) in the areas of motor control. The topic will cover area related to the typical development of motor function, changes in motor control throughout the lifespan. This topic will also asses motor control problems that occur as a result of congenital conditions, acquired damage, dysfunction or disease. Pathological conditions such as (but not limited to) stroke, Parkinson's disease, cerebellar disease, and muscle and joint pathologies will be examined.

KRS 857: Motor Learning in Health and Rehabilitation (3 credits) NEW

Instructor(s) of record: D. Russell Semester/Year Offered: Spring, odd years

The fields of motor learning and rehabilitation are unified by the concept of change over time. Learning considers the changes in motor skills that occur due to practice and experience, while habilitation or rehabilitation aims to alter the time course of restrictions on activity participation arising from injury or disease. This course studies theories and research on the enhancement of motor skills in children and adults, both with and without neurological disorders, as well as the response of nervous and musculoskeletal systems to injuries and different treatments. Principles of learning in rehabilitation are derived from critical reading of the evidence-base, and applied to enhancing activities of everyday living as well as more highly skilled movements.

Research Core Courses 9 Credit Hours Required

HLSC 810: Research Design and Applications (3 credits)

Instructor(s) of record: D. Russell Semester/Year Offered: Every Spring

Prerequisite: graduate-level courses in research design and statistics or permission of the instructor. Emphasis is on exploring the advantages/disadvantages and uses of non-experimental, quasi-experimental, and experimental designs in health-related research with application to management, education, and clinical practice (cross-listed with PT 810).
OR, FOUN 812 Research Design & Analysis Offered Every Fall, Spring & Summer

HLSC 811: Quantitative Research Methods (3 credits)

Instructor(s) of record: J. Neff Semester/Year Offered: Every Spring

Prerequisite or corequisite: HLSC 710/810. This course is an applied approach to the selection and application of bivariate and multivariate statistical techniques in health services research. Emphasis is placed on handling large data sets and the use of a computer for manipulation of quantitative data.

FOUN 812 : Research Design and Analysis (3 credits)

Instructor(s) of record: J. Pretlow Semester/Year Offered: Every Semester (online)

This course focuses on the application of advanced research design as it is applied in various educational disciplines. It provides an in-depth examination of quantitative research approaches,

sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative methodology descriptions for research proposals and reports.

HLSC 812: Qualitative Research Methods (3 credits)

Instructor(s) of record: M. Early Semester/Year Offered: Every Fall

This course is an exploration of qualitative research methods including participant observation, ethnography and the generation of grounded theory. Individual interviews and focus group methods will be covered and historical, content analysis, phenomenological and montage approaches will also be discussed. Health related examples of published research in a variety of fields will be utilized to exemplify the methods.

FOUN 816: Single Subject Research Design (3 credits)

Instructor(s) of record: P. Hester Semester/Year Offered: Fall, even years

This course is designed to provide the student knowledge and skills that relate to single subject research methodology in special education. It includes an overview of historical and philosophical foundations, basic issues in behavioral assessment, single subject research design and methodology, including trend and statistical analysis in single subject research. Students will analyze critically empirical research and be able to plan, implement, and evaluate original research conducted with children and youth.

Experiential Learning / Apprenticeships 6 Credit Hours Required

KRS 897: Structured Teaching Experience (1-3 credits) NEW

Instructor(s) of record: B. Van Lunen Semester/Year Offered: Fall and Spring, every year
Pass-fail grading. This course is designed to provide supervised and mentored teaching experience within fields applicable to kinesiology and rehabilitation.

KRS 898: Supervised Research: (1-3 credits) NEW

Instructor(s) of record: S. Morrison / M. Hoch Semester/Year Offered: Fall, Spring and Summer, every year, depending on availability of mentor.

Pass-fail grading. This course is designed to provide supervised and mentored research experience within specialized topics applicable to kinesiology and rehabilitation. Can be repeated up to 4 times.

Electives 9 Credit Hours Required

BIO 672 Responsible Conduct of Research (2 credits)

Instructor(s) of record: W. Hynes Semester/Year Offered: Fall, every year

The course will introduce students to the responsible conduct of science and scientific research.

CSD 850: Neuromotor Speech Disorders (3 credits)

Instructor(s) of record: R. Johnson Semester/Year Offered: Summer, every year

The content of this course focuses upon the structural and neurological bases of speech disorders, particularly those related to laryngeal and central nervous system pathologies. Analysis of the neuromuscular, acoustic, and physiologic bases of the disorders and methods to optimize communication are emphasized.

KRS 856: Balance and Postural Control (3 credits)NEW

Instructor(s) of record: S. Morrison Semester/Year Offered: Spring, odd years

An optimal level of balance and postural control is essential for the performance of many everyday activities. This course will specifically focus on the neural, muscular and biomechanical mechanisms underlying postural control in healthy populations of different ages. In addition, what changes can be observed in postural control following damage, dysfunction and/or disease will also be covered. The implications of changes in balance control for falls will be a particular focus. Students in this course will learn how to collect and interpret kinematic, kinetic and electrophysiological data associated with the neuromuscular function during posture and balance tasks.

PT 792: Neuroscience I (3 credits)

Instructor(s) of record: D. Williams Semester/Year Offered: Fall, every year

Prerequisite: BIOL 889. Neuroscience I is the first in a series of courses that provide the student with an understanding of integrated neuroanatomy and neurophysiology. Emphasis is on basic neurophysiologic principles at the cellular level.

PT 793: Neuroscience II (3 credits)

Instructor(s) of record: D. Williams Semester/Year Offered: Spring, every year

Prerequisites: PT 792 and BIOL 889. Neuroscience II is the second course in the sequence. From the foundation of Neuroscience I, the course will build to the progressively higher order of structural functional relationships that control behavior.

HLSC 873: Development of Grants & Contracts in the Health Professions (3 credits)

Instructor(s) of record: M. Szklo-Coxe Semester/Year Offered: Fall, every year

Designed as a “hand-on” approach in effective grantsmanship, this course will guide the student from the identification of potential funding sources through proposal development. Highlights include program planning, non-profit status, governmental/foundation corporate trends, local resources and grants administration.

SPED 702/802: Cognitive Processes and Learning Strategies of Special Needs (3 credits)

Instructor(s) of record: S. Watson Semester/Year Offered: Fall, every year

The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

KRS 899: Dissertation (1-12 credits)

NEW COURSE

Instructor(s) of record: M. Walker (Program Director) Semester/Year Offered: Fall, Spring every year

1-12 credits. Available for pass/fail grading only. An approved research project written under the supervision of a faculty advisor, in which the student demonstrates the capacity to design and complete independent applied research. The completed project must be approved by the dissertation committee.

Appendix C – Abbreviated CV's

Johanna M. Hoch, PhD, ATC, Doctorate in Rehabilitation Sciences, 2012, University of Kentucky, Certified Athletic Trainer. Assistant Professor of Athletic Training, Director of Clinical Education, School of Physical Therapy and Athletic Training. Specialization Area: Athletic Training, lower extremity injury management (Full-time faculty member in Athletic Training) Currently supervising a doctoral student, and was a committee member for 1 completed student.

Matt Hoch, PhD, ATC, Doctorate in Rehabilitation Sciences, 2011, University of Kentucky, Certified Athletic Trainer. Assistant Professor of Athletic Training, Director of Athletic Training Research, School of Physical Therapy and Athletic Training. Specialization Area: Athletic Training, lower extremity injury management (Full-time faculty member in Athletic Training) Served as Chair of doctoral committee for 1 completed student, and served as a committee member for 1 completed student. Currently serving as Chair for 1 student and committee member for 3 students.

Rachel Johnson, PhD, CCC-SLP. PhD 2014 in Communication Science and Disorders, Florida State University, Licensed Speech-Language Pathologist. Assistant Professor of Communication Disorders. Specialization Area: Neuromotor speech disorders following stroke and neurologic diseases, augmentative and alternative communication. (Full-time faculty member in Communication Disorders, Darden College of Education)

Karen M. Kott, PhD, PT. Doctorate in Special Education, 1997, State University of New York at Buffalo, Licensed Physical Therapist. Associate Professor of Physical Therapy, School of Physical Therapy and Athletic Training. Specialization Area: Physical therapy, pediatrics (Full-time faculty member in Physical Therapy)

George Maihafer, PhD, PT. Doctorate in Urban Services, 1992, Old Dominion University, Associate Professor of Physical Therapy, Licensed Physical Therapist. Program Director Physical Therapy, School of Physical Therapy and Athletic Training. Specialization Area: Physical therapy, geriatrics (Full-time faculty member in Physical Therapy) Has served as Chair of 4 completed doctoral committees and served as a committee member for 10 completed students.

Steven Morrison PhD, Doctorate in Kinesiology, 1997, Pennsylvania State University. Endowed Professor, Director of Research, School of Physical Therapy and Athletic Training. Specialization Area: Motor Control (Full-time faculty member in Physical Therapy) Served as Chair of doctoral committees for 4 completed students, and as a committee member for 6 completed students. Currently serving on 2 doctoral committees.

Anastasia Raymer, PhD, CCC-SLP. Doctorate in Speech-Language Pathology, 1992, University of Florida, Licensed Speech Language Pathologist. Professor of Communication Disorders; Chair Communication Disorders and Special Education. Specialization Area: Neurogenic communication disorders in stroke and brain injury. (Full-time faculty member in Communication Disorders) Served on doctoral committees for 4 students over the past 5 years, including serving as chair of one of the committees.

Daniel M. Russell, PhD, Doctorate in Kinesiology, 2000, Pennsylvania State University. Assistant Professor of Physical Therapy, School of Physical Therapy and Athletic Training. Specialization Area: Motor control and learning (Full-time faculty member in Physical Therapy) Currently serving as Chair for 2 doctoral students and committee member for 2 students.

Bonnie Van Lunen, PhD, ATC. Doctorate in Sports Medicine, 1998, University of Virginia, Certified Athletic Trainer. Associate Professor of Athletic Training, Director-Athletic Training Post-Professional Program, Chair, School of Physical Therapy and Athletic Training;. Specialization Area: athletic training, athletic training education (Full-time faculty member in Athletic Training) Served as Chair of doctoral committees for 7 completed students and on committees for 2 additional completed students. Currently serving as Chair for 3 students and on a committee for 1 student.

Martha Walker, PhD, PT. Doctorate in Health Related Sciences, 2005, Virginia Commonwealth University, Licensed Physical Therapist. Associate Professor of Physical Therapy, Associate Chair, School of Physical Therapy and Athletic Training, School of Physical Therapy and Athletic Training; Specialization Area: Physical therapy, biomechanics (Full-time faculty member in Athletic Training). Served as doctoral committee Chair for 1 completed doctoral student.

Appendix D- Employment Demand: Some sample job postings

1. Physical Therapy Faculty Position-Research Content Area

Institution: Sacred Heart University

Location: Fairfield, CT

Category: Faculty - Health - Physical & Occupational Therapy

Posted: 03/19/2014

Application Due: Open Until Filled

Type: Full Time

SACRED HEART UNIVERSITY

Physical Therapy Faculty Position

Research Content Area

Sacred Heart University, in Fairfield, Connecticut, is the second-largest Catholic university in New England. The Princeton Review includes SHU in its "Best 377 Colleges:2013" and U.S. News & World Report ranks SHU among the best regional universities in the north in its "America's Best Colleges" publication, making it one of the top New England liberal arts colleges. Over 6,400 students are enrolled in its five colleges: College of Arts & Sciences; College of Health Professions; the AACSB-accredited John F. Welch College of Business; University College; and the newly NCATE accredited Isabelle Farrington College of Education. Applications are invited for a full-time, 9-month, tenure or clinical track position to begin August 2014 in our Doctor of Physical Therapy Program. The position includes graduate teaching, student advisement, University service, and scholarship responsibilities.

The ideal candidate for the position will be:

A physical therapist with:

- 1. an earned doctorate in a field relevant to physical therapy,**
- 2. expertise in evidence-based practice,**
- 3. academic and/or clinical teaching experience, and**
- 4. demonstrated ability to design and conduct collaborative research with a record of relevant scholarship.**

The candidate should be comfortable in a highly interactive teaching/learning environment that includes collaborative teaching, student advisement for group projects, and strong clinical integration. The candidate must be eligible for physical therapy licensure in Connecticut. The Department of Physical Therapy & Human Movement Sciences houses the DPT Program, as well as a graduate program in Exercise Science and Nutrition (MS) and undergraduate programs in Athletic Training (BS) and Exercise Science (BS). Along with recently renovated academic facilities, the department has comprehensive human anatomy, motion analysis, and human performance laboratories, and operates a diverse faculty practice including services in out-patient orthopedics, corporate fitness, long- and short-term geriatric rehabilitation, geriatric wellness, and pediatric services.

In addition, the successful candidate will value the University's Catholic identity, tradition and spirit, and will support the University's commitment to community service, strategic planning, and the intellectual and ethical development of all students. Applications must include a
Physical Therapy Faculty Position-Research Content Area - HigherEdJobs Page 1 of 2
<http://www.higheredjobs.com/faculty/details.cfm?Jobcode=175871343&aID=269&print=y...>
4/15/2014

2. Clinical Education Coordinator in Athletic Training

Job ID: 17472395

Position Title: Clinical Education Coordinator in Athletic Training

Company Name: College of Charleston

Discipline: Academic / Research

Location(s): Charleston, South Carolina, 29424, United States

Posted: April 3, 2014

Entry Level: No

Job Type: Full-Time

Job Duration: Indefinite

Min Education: Ph.D.

APPLY FOR THIS JOB

Contact Person: Dr. Kate Pfile

Email Address: pfilekr@cofc.edu

Apply URL: <https://jobs.cofc.edu/postings/>

Job Description

Clinical Education Coordinator in Athletic Training: The Department of Health and Human Performance at the College of Charleston seeks qualified candidates for the position of nine-month tenure track assistant professor and clinical education coordinator in the CAATE accredited Athletic Training Education Program (ATEP). This position will begin August 15, 2014.

About Us: The Department of Health and Human Performance offers Bachelor of Science degrees in Athletic Training, Exercise Science, Public Health, and Physical Education Teacher Education. The athletic training education major has been nationally accredited since 2000. The College of Charleston is a state supported liberal arts and sciences institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since founded in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Low country and the state and, secondarily, of the southeast. A superior quality undergraduate program is central to the mission of the College. The student body numbers approximately 12,000 students in undergraduate and graduate programs.

Job Requirements

Academic Responsibilities: As Clinical Education Coordinator, academic responsibilities would include: 1) an administrative role as the clinical education coordinator for the CAATE accredited ATEP; 2) instructing two undergraduate courses per semester in the Department of Health and Human Performance aligning with curriculum in the Athletic Training and Exercise Science or Public Health majors based on content expertise; 3) conducting research and maintain a record of scholarship; and 4) participating in service opportunities at the department, school, college and community levels. The successful candidate will demonstrate excellence in teaching, especially at the undergraduate level; have experience in athletic training education; and the ability to establish and develop a research and professional development agenda.

Qualifications & Preferences: We are seeking a dynamic teacher and motivated researcher holding a doctorate degree in athletic training, exercise science, or related field from an accredited university. Ability to teach across majors within the department is required.

Candidates must be certified by the Board of Certification (BOC) be willing to obtain South Carolina state certification. Preference will be given to candidates who have a minimum of three

years of clinical practice as a Certified Athletic Trainer, experience as a clinical educator and previous involvement in the administration of an ATEP. Additional related certifications are preferred.

Clinical Education Coordinator in Athletic Training Page 1 of 2

http://jobs.nata.org/c/functions/printjob.cfm?site_id=14343&jb=17472395 4/15/2014

3. Assistant Professor, Communication Sciences and Disorders, Appalachian State University, North Carolina

Date Posted April 1, 2014

Type Tenured, tenure track

Salary Commensurate with experience

Employment Type Full-time

Appalachian State University invites nominations and applications for a full time, tenure-track, nine-month faculty position as Assistant Professor in the Department of Communication Sciences and Disorders in the College of Health Sciences beginning August, 2014.

Primary areas of emphasis include child language and speech development and disorders.

Responsibilities for the position include teaching in the undergraduate and/or graduate programs, conducting research and seeking external funding, providing direct service, advising students, and providing leadership in professional service and program development.

Required qualifications include an earned doctorate (PhD preferred) in communication sciences and disorders or a related area; clinical experience; ASHA certification (CCC-SLP); eligibility for North Carolina licensure in speech-language pathology. One or more years of university teaching experience is preferred.

Academic rank is assistant professor. Salary is competitive and commensurate with qualifications and experience.

The Department of Communication Sciences and Disorders in the College of Health Sciences (CHS) offers the Bachelor of Science Degree (B.S.) in Communication Disorders and the Master of Science Degree (M.S.) in Speech-Language Pathology. The Master of Science (M.S.) degree in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Appalachian State University is a member institution of the sixteen-campus University of North Carolina. Located in Boone, North Carolina, the university has approximately 17,800 students, primarily in bachelors and masters programs in both liberal arts and applied fields. In addition to Communication Sciences and Disorders, CHS houses the departments of Nursing, Social Work, Nutrition and Health Care Management, Health and Exercise Sciences, and Recreation and Physical Education. CHS is the newest and second largest college at Appalachian, and is committed to interprofessional educational and innovation. A new Health Sciences building is in the advanced planning phase. Additional information about the Department of Communication Sciences and Disorders, the university, and the surrounding area is located at: <http://healthsciences.appstate.edu/>

Applicants must send a complete application consisting of a letter addressing the applicants qualifications; curriculum vitae; and the names, addresses, and telephone numbers of at least three professional references to: Dr. Dawn C. Botts, Search Chair, Appalachian State University, Department of Communication Sciences and Disorders, ASU Box 32165 Boone, North Carolina

Last revised November 2014

28608-2165, bottsdc@appstate.edu. Electronic applications will be accepted. The initial review of completed applications will begin immediately and will continue until the position is filled. Individuals with disabilities may request accommodations in the application process by contacting Dr. Dawn C. Botts.

Documentation of identity and employability of the applicant will be required before the hiring process can be finalized. Any offer of employment to a successful candidate will be conditioned upon the University's receipt of a satisfactory criminal background report.

AA/EEO Employer. For more information, please visit:

<http://www.hrs.appstate.edu/employment/epa/epa.php>

- See more at: <https://chroniclevitae.com/jobs/0000826385-01#sthash.s6wxRqQQ.dpuf>

Appendix E- Student Demand: Student Interest Survey and Preliminary Results

Survey Introduction: Old Dominion University is developing a PhD in Kinesiology and Rehabilitation Sciences for implementation Fall 2015. The purposes of the PhD in KRS are to: 1) prepare students who have a movement science, biology, or health professional background with the knowledge and skills to assume the role of productive faculty members within undergraduate, graduate or professional preparation programs; 2) prepare students to use the scientific method to test, compare, and advance knowledge in the area of kinesiology and rehabilitation of people with physical disabilities. The PhD program will require 51 credit hours beyond a Master's degree, including a minimum of 12 dissertation credits. Up to 12 credit hours may be transferred from another degree program.

Students will complete core courses to deepen their knowledge in how typical and disordered movements are performed, and how physical disabilities can be reduced through rehabilitation. Through practical experiences in the lab and/or clinic, as well as research coursework, students will develop the skills and knowledge to be able to contribute to the knowledge base in kinesiology and rehabilitation sciences. Elective courses will allow students to develop expertise in a specific area that suits their research interests. The PhD culminates in a dissertation where students contribute new knowledge to the field through single or multiple articles.

We have prepared a brief survey below to gauge student interest in the program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact Dr. Martha Walker, Chair of the School of Physical Therapy & Athletic Training, at mlwalker@odu.edu if you would like more information about the program.

The results are as follows:

Gender Male = 13
 Female = 30

Educational Background Athletic Training = 11
 Physical Therapy = 29
 Speech-Language Pathology = 3

Highest Educational Level Completed or Enrolled in

Currently enrolled in Master's degree	12
Completed Master's degree	3
Currently enrolled in Clinical doctorate	9
Completed Clinical doctorate	17
Currently enrolled in PhD	2

Please indicate if you are currently enrolled in a degree program or how long it has been since you earned your highest degree?

Currently enrolled in a degree program	22
Completed degree less than 3 years ago	7
Completed degree 3 to 5 years ago	7
Completed degree 5 to 10 years ago	5
Completed degree more than 10 years ago	2

Are you interested in furthering your studies with a PhD in Kinesiology and Rehabilitation Sciences?

Last revised November 2014

Not at all interested	3
Slightly interested	11
Moderately interested	13
Very interested	7
Extremely interested	9

If ODU offered a PhD in Kinesiology and Rehabilitation Sciences, would you be interested in enrolling?

Not at all interested	3
Slightly interested	9
Moderately interested	13
Very interested	10
Extremely interested	8

Which statement best describes why you are interested in the PhD in Kinesiology and Rehabilitation Sciences?

I am interested in a full-time academic career (teaching and research included)	5
I am interested in a career that includes part-time in academics and part-time in patient care	24
I am interested in a career that heavily emphasizes research activity	2
I am interested in knowing more about how things work so that I can best serve patients in rehabilitation	10
Other	2

If you are interested in enrolling in the PhD in Kinesiology and Rehabilitation Sciences, would you be likely to begin as a full-time (3 courses per semester) or part-time (1 or 2 courses per semester) student?

Full-time	9
Part-time	23
Unsure	11

If you were to enroll in a PhD program as a full-time student (3 courses per semester), would you likely:

Continue working full time in your profession while taking courses	15
Continue working at least part time in your profession while taking courses	12
Apply for a graduate assistantship position (\$7,500 per semester + tuition) so you could focus only on school work...	14
Other	2
I would be full time working (naval officer),	
Would have to continue working full time, so would not be able to enroll in 3 classes in one semester	

Would you be more likely to enroll in a PhD program if courses were held in a block schedule? For example, all courses T-Th mornings, or M-W-Fri late afternoons/evenings.

Yes, the course schedule would be a major factor in my attraction to the program	36
No, the course schedule would not influence my decision to participate in the program	4
Other	3
Course schedule will help in my decision process. Will not be a deciding factor though. Block scheduling is preferred	
online classes and weekends	

Would the option of taking some of the research methods and statistics courses in a distance-learning format influence your decision to apply to the program?

Yes, I would consider this a convenience that would help attract me to the program	31
No, I would probably take all of the courses in a classroom setting anyway	4
The option of some classes in a distance-learning format would not influence my decision to apply to a program	8

Additional Comments

Distance learning classes during the summer would be nice though to allow some travel while taking classes.

Distance learning would be ideal

I have been waiting for a program like this at ODU. I would be extremely interested in this.

I think this sounds like a wonderful idea. I have been looking into PhD programs as I would like to start pursuing one in about 2 years and this sounds exactly like what I am looking for. I am interested in what the intended curriculum would be. I really hope that this becomes available!

I would love to take this course, particularly as I am an ODU DPT grad and love ODU!

Interested, but need to continue to work full time, and would not be able to afford to pay for the entire program so would only be able to do if given grants/scholarships

Some hybrid or online courses would be appreciated, as would an option to continue working outside of the program.

This is a very interesting program and more information would be appreciated.

The most important thing is the quality of facilities, equipment and faculty.

December 4, 2014

REQUEST FOR LEAVE OF ABSENCE WITHOUT COMPENSATION

The President has approved the following request for leave of absence without compensation.

<u>Name and Rank</u>	<u>Leave of Absence</u> <u>From</u> <u>To</u>	<u>Contract Salary</u>
Dr. Brandon K. Yoder Assistant Professor Department of Political Science and Geography	Academic year 2015-2016	\$50,000

Reason for Leave: Visiting Assistant Professor at Yale-National University of Singapore
College