

FACULTY MEETING AGENDA

November 1, 2017

3:35 PM

Heritage Commons, Samuel Read Hall Building

Meeting called to order.

I. Approval of the draft minutes for the October 4, 2017 faculty meeting. *(Sent separately via email.)*

II. Reports

A. President

(The report will be distributed via email from the President's Office.)

B. Academic Deans

(The report will be distributed via email from the Academic Affairs Office)

C. Principal Policy Making Committees

(Committee reports from Academic Affairs, Academic Technology and Online Education, Curriculum Committee, Faculty Welfare, General Education, and Graduate Council follow this agenda as Appendices A-F. Committee chairs will be available to speak to the reports and answer questions during the meeting.)

D. Board of Trustees Meeting Reports

(Reports of the October 20, 2017, Board of Trustees meeting from the Faculty Observer to the Board of Trustees and the Faculty Observer to the Board of Trustees Financial Affairs Committee are attached as Appendices G and H.)

III. Old Business

None

IV. New Business

A. Resolutions of Standing Committees

None

MOTION: To approve the BS in Applied Health Sciences degree. (Submitted and presented by Linda Levy, Chair of the Health and Human Performance Dept.)
(The proposed BS in Applied Health Sciences degree is attached as Appendix I.)

Adjournment

Announcements: *Note: Please limit announcements to matters that are urgent, timely (happening within the next few days to a week), and have not been/will not be disseminated through multiple other means. In other words, let's keep the announcements short and sweet!*

APPENDIX A:

Academic Affairs Committee Report November 2017

The yearlong goal of the Academic Affairs Committee is to revise the academic integrity policy and related processes. Currently, subcommittees are working on

1. Rewriting the current academic integrity violation process, and
2. Researching remediation processes and feasibility here at PSU.

Additionally, the AAC has drafted a revision to the excused absence policy to ensure that students are given a timely option to make up missed work. More information about this will be coming in the next month.

Further, the AAC has been notified that a program allowing a different English proficiency test will be piloted with undergraduate students transferring from Zhengzhou University in China, presumably next year. Currently, admission to PSU requires certain scores on the TOEFL, IELTS, or PTE. There are currently two tiers of admissions, one for admission into the regular undergraduate program and another for admission into the Semester for Academic Language Success prior to regular admission. The pilot program will allow students to submit their College English Test scores, which is a national test college students take in China, in place of TOEFL/IELTS/PTE scores. For a variety of reasons, CET scores do not necessarily correlate with TOEFL/IELTS/PTE scores. Three tiers of admissions are proposed. From highest scores to lowest, there are tiers for students declaring the English major, students declaring majors other than English/music/art, and students declaring music or art majors. The AAC had mixed reactions to this pilot program, and concerns were raised about implementing such a program permanently.

Dr. Emma Wright
Academic Affairs Committee Chair

APPENDIX B:

Academic Technology and Online Education Committee (ATOEC) Report November 2017

Meeting Dates: October 10, 2017, 3:30-5:00 pm

Discussion Items: (Description and short summary of discussion)

- EduNav Presentation for ATOEC Feedback
 - Discussion after presentation regarding pros and cons – Summary (refer to October 2017 Minutes for additional information)
 - Pros:
 - Time saver for advisors – improve quality of advising
 - Predict demand for courses and enhance scheduling
 - It will inform student most cost and time efficient path to degree
 - Cons:
 - Cost
 - Learning curve for advisors
 - Duplicates what an advisor does in terms of path to degree
 - Would not benefit students who stay on track on their own
 - Would students take the advice from software if they do not take advice from their advisor? Would it make any difference?
 - Questions
 - Will it benefit students as much as it says it does?
 - Are there similar products that are less costly?
 - Have we looked at comparable products such as a competing service from Ellucian?
 - Is cost of service worth it as it applies to student usage?
 - Where will the money come to pay for this software?
 - Suggestions:
 - Gather additional data through a beta test, limited roll out or after running full program for a year or two
 - Survey students and advisors about their experiences
 - Analyze usage
 - Perform cost/benefit analysis

TIP Proposal Actions: (Proposal Description/Vote)

- Approval of Movement of Technique Education Proposal (7 – 0 – 0)
 - David Ferrer, Exercise and Sport Physiology

Other:

- Work Group formed to review current Online Education and Distance Learning Policy
- ATOEC Committee will initiate review of “function” section of Bylaws and revise/update as appropriate at November 2017 meeting

APPENDIX C:

Curriculum Committee Report November 2017

New Program Approval: The committee approved a new major in Allied Health Sciences as a 3+2 program *pending approval of the Academic Affairs committee*. The committee asserts that this 3+2 program, as designed, requests different allowances for the number of graduate credits students can apply to the undergraduate degree and/or different admissions criteria than currently exist for graduate programs.

Directions Courses and Minors: The committee had a brief discussion about whether faculty are aware that Directions courses can fulfill minor requirements (unless prohibited by the program/department) as long as the minor course of study also meets university requirements:

An academic minor consists of at least 15 credit hours of courses. The courses selected to fulfill the minor must be approved by the department or faculty group that offers the minor program.

- Students may not major and minor in the same discipline.
- Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor.
- For a second, or subsequent, minor, at least nine credits must be different from the major or the first minor.

The committee is not making any policy changes related to minors at this time. The above is a clarification of existing policy.

Certificate Programs: A Financial Aid Office representative gave a presentation explaining the process of monitoring and reporting on Certificate programs. The process requires significant university resources. Also, enrollment in a certificate program can negatively affect students' financial aid under some circumstances. The committee will return to this issue at next month's meeting.

Toolkit and Project Courses: The committee approved three Toolkit courses at its October meeting and is reviewing several Toolkit and Project courses during its next electronic voting period.

The committee will continue efforts to publicize Cluster academic experiences as it approves new courses this month. If you are offering other "Cluster-ish" academic experiences in the spring that were not officially approved as such, feel free to share with the committee. The more we know about what faculty are doing and what they see as "Cluster Curriculum" the better we can support curricular initiatives.

Clusters and Curriculum: The committee is continuing its efforts to provide the flexibility needed for innovation while maintaining consistency and integrity of academic experiences. In

November, the committee will meet with the TLT for further discussion about “Cluster Curriculum.”

Draft Meeting Minutes: Draft minutes from each committee meeting will be posted to the faculty governance website within one week of the meeting. Per faculty bylaws, any faculty member, upon reviewing the minutes, can declare a curriculum change “major” within 21 days of the committee’s meeting. (See faculty bylaws.)

Please note deadline changes. Deadlines have been moved from Wednesday to Monday of the same week. The correct dates are listed below:

Meeting Times and Deadlines

Curriculum Committee meetings this academic year will be as follows at the specified location:

- November 17th HUB Student Senate Room
 - Deadline: November 6th by 11:59:59pm
- December 15th HUB Student Senate Room
 - Deadline: December 4th by 11:59:59pm
- February 16th HUB Student Senate Room
 - Deadline: February 5th by 11:59:59pm

CATALOG DEADLINE FOR SUBSTANTIVE CHANGES
- March 16th HUB Student Senate Room
 - Deadline: March 5th by 11:59:59pm
- April 20th HUB Student Senate Room
 - Deadline: April 9th by 11:59:59pm
- May 18th HUB Student Senate Room
 - Deadline: May 7th 11:59:59pm

The committee conducts voting twice a month. Any proposals requiring discussion will be on the agenda of the first committee meeting after the proposal is submitted. Below is a list of each month’s second proposal deadline:

- November 20th by 11:59:59pm
 - January 29th by 11:59:59pm
 - February 19th by 11:59:59pm
- CATALOG DEADLINE FOR CHANGES NOT REQUIRING SIGNATURE OF A DEAN.
- April 23rd by 11:59:59pm

The committee will be voting electronically on all proposals. Only those proposals requiring discussion (as determined by committee members) will be voted on in-person at committee meetings.

Curriculum Committee Chair Email: There is a separate email address for the curriculum committee chair. Please direct all inquiries, notifications and proposals to psu-curriculum-chair@plymouth.edu. Please try to remember to use this email address.

Updates to Forms and Procedures Documents: The committee is working to revise curriculum forms and related documentation to align with current administrative structures and account for new opportunities in course offerings.

The most recent Curriculum Change and New Course Proposal forms, approved in August 2015, are available at the following link: <https://campus.plymouth.edu/faculty-governance/committees-and-appointed-groups/curriculum-committee/> as is the updated Experimental Course Proposal form. The newest forms will be available at the link above as they are ready. Please use this link to retrieve the most current forms instead of using older ones you may have saved to your computer.

If you are unsure how to proceed, contact psu-curriculum-chair@plymouth.edu with your questions.

Reminders

- Transitioning to Four-Credit Model The committee welcomes proposals for program changes to the four-credit model. The committee has developed the following guidelines for departments as they prepare proposals:
 - The overall degree requirements must remain at 120
 - The requirement for a *minimum* of 15 free elective credits remains in effect
 - The degree program should not increase in size (number of required credits.)
- Requests for Information The Curriculum Committee requests that departments/programs inform the committee of any significant anticipated proposals and the planned timeline for submission. This will help the committee to plan its work for the rest of this academic year and beyond. Email psu-curriculum-chair@plymouth.edu with a summary of planned changes.
- Procedures: Please submit one electronic file (PDF) for each proposal (with appropriate required signatures, recorded votes, etc.) to psu-curriculum-chair@plymouth.edu by the deadline indicated. When your department has one or more items on the agenda, I will inform the department chair if there are questions and if a representative will need to attend the meeting.

The syllabus checklist can be found at the link below. *Be sure to use the newest ADA and Academic Integrity statements in your syllabi.* The checklist has not yet been updated with the newest statements:

<https://www.plymouth.edu/committee/faculty/files/2010/08/PSU-Syllabus-checklist-Appvd-06Feb2012.pdf>

APPENDIX D:

Faculty Welfare Committee Report November 2017

The Faculty Welfare Committee met Oct 13, 2017.

Ongoing work:

- An email address for sending materials to the Faculty Welfare Committee has been created: [http://psu-facultywelfarechair@plymouth.edu](mailto:psu-facultywelfarechair@plymouth.edu). Please make note of this and add it to your address books. Distribution of emails from that address to the all-faculty list-serve is still pending. Until then, faculty welfare communications will be sent from Lisa Doner, Chair (ladoner@plymouth.edu).
- The committee has gathered information from the AAUP negotiating committee about Promotion & Tenure content in the submitted proposals. Our next steps are to query past Welfare Committee Chairs on P&T and other faculty concerns that they perceive may become lost in the transition to Cluster and AAUP administration. We will also query Cluster guides and seek feedback from Cluster members on proposed P&T management strategies under development by each Cluster. We encourage Cluster guides to visit our Faculty Welfare meetings to share and discuss with us their emerging P&T management ideas.
- I attended the Intellectual Property “workshop” on Oct 18, 2017, reviewed the proposed policy document and offered feedback on definitions of intellectual property, and need for clarity about exemptions and inclusiveness, including in the composition of the advisory group. The current advisory group indicated they would modify the policy document in response to feedback given at the workshop. The Faculty Welfare Committee is receptive to comments and suggestions about addressing concerns related to IP policy changes.

Planned work:

We will continue to collate information from the AAUP, Cluster Guides, and past FWC Chairs and identify potential policy needs with regard to P&T equivalence across Clusters and among the PSU faculty body. Once the Committee is satisfied that we have sufficient information on emergent needs, we will share these observations with the PSU Faculty and make policy recommendations.

We will review new versions of the Intellectual Property policy document and will follow up with feedback to the IP Advisory group. Anyone with specific concerns may wish to bring them to the Committee’s attention now, while the policy is still under active development.

Respectfully submitted, October 23, 2017
Lisa Doner, Chair Faculty Welfare Committee

APPENDIX E:

General Education Committee Report November 2017

The General Education Committee met once in October. After consideration of two proposals, we were joined by some of the faculty who have put together an experimental group of courses themed together. There are four courses, one in each Direction, sharing ideas from Contemplative Pedagogy. These courses will all be offered in the Spring 2018 semester, and may continue as permanent offerings. One of the major tasks of the Gen Ed committee this year is to work on ways to have themes/pathways through Gen Ed, so many questions were asked. There will be a Forum on Themed Gen Ed December 8, from 2-4, in Merrill Place, and all are welcome to attend.

The next discussion was on the calls for the INCO Task Force, and the Gen Ed Outcomes Assessment Task Force. The committee discussed what they should contain, and sent them on to the Steering Committee and Speaker, and they have been released. We hope those interested in our Gen Ed program will volunteer!

The final discussion was on the impact of departments moving to four credits, including Gen Ed courses. We have looked at several models, heard from some departments, and will have a Forum on this topic instead of our next meeting. This Forum will be Nov. 13, 2-4, also in Merrill Place.

APPENDIX F:

Graduate Council November 2017

Report on October 23, 2017 meeting

The Graduate Council held its third meeting of the year on October 23rd in Frost Commons. The minutes from our September 26th meeting were accepted without correction.

As part of our work facilitating the authentic integration of graduate programs into the cluster model we spent time discussing some of our concerns about what we heard from the President during our September meeting in regards to his vision for graduate programs, the implementation of URSA v.2/URSIG/URSA Phase 2, and project and tool kit courses. As a group there is a belief that the vision, and current initiatives as they've been articulated, lean more toward full time graduate programs that include the ability for electives. Given that the majority of our graduate programs are commuter based and made up of primarily part-time students who are adult professionals, and that our programs are predominantly geared toward professional certification, the council is concerned that the vision and initiatives, as they've been articulated, do not support the majority of our programs. As a result of our concerns, we will be working in the coming months to develop a white paper that both documents our concerns and provides guidance to clusters and administration on the authentic integration of our programs into the clusters.

Elaine Allard spoke with the council about dissertation and thesis publishing with the library. She will have updates made to the library website to reflect changes to required paper and fees for printing and shipping. *As a reminder, it is a requirement for programs requiring a thesis or dissertation that final documents be delivered to the library for publication. Student grades should not be submitted until thesis advisors/dissertation chairs confirm the library has received the documents.* It was reported by a few program coordinators that there have been issues with thesis advisors not confirming the delivery to the library and issuing grades. This has resulted in degrees being awarded without a published thesis. The council felt this was a supervision issue and not a policy issue and humbly request the assistance of program chairs in ensuring the requirement is met by their programs that include the thesis/dissertation requirement.

The new registrar, Tonya LaBrosse, spoke to the council about new graduate late fees and the registration and add/drop period for graduate courses in the new part of term schedule.

Additionally, an update was provided that the Concord facility would not be closing in the foreseeable future and spring semester classes may be scheduled there.

The council will meet on November 27th in Frost Commons from 3:30-5:00.

Respectfully submitted to the faculty,
Linda L. Carrier, Ed.D.
Graduate Council Chair

APPENDIX G:

University of New Hampshire System Board of Trustees Meeting at Keene State, Report by Mary Ann McGarry (PSU faculty rep.) on Oct. 20, 2017 meeting

Background:

The University System of New Hampshire includes the University of New Hampshire, University of New Hampshire School of Law, University of New Hampshire at Manchester, Plymouth State University, Keene State College, and Granite State College.

The University System of New Hampshire is the largest provider of postsecondary education in the Granite State. With approximately 33,000 enrolled students annually and more than 90,000 alumni living in state, the institutions of the University System - the University of New Hampshire, Plymouth State University, Keene State College, and Granite State College - have a direct impact on hundreds of thousands of New Hampshire citizens every year,

<https://www.usnh.edu/>.

Numbers reported for the shortfall and deficit differ from a report in the Sentinel, Sept. 9, 2017, http://www.sentinelsource.com/news/local/keene-state-facing-projected-million-deficit/article_8757c6fa-8073-5699-9892-df033fe1354e.html

Agenda:

- I. New interim President of Keene State College, Melinda Treadwell, (started in Sept, alumna, former professor and administrator) reported on strategies for dealing with Keene's budget shortfall. Need to close a 7.5 million gap, 2.4 million deficit last year. 3,700 students enrolled, expect same enrollment next year (graduated a large class last year and again this year 2018). Enrollment declined from high of 5200 in 2011 down to 3600 in 17. The decline is steeper than the demographic change, and steeper than for comparators.
 - A. Solutions-
 1. Leverage efficiencies within the UNHS.
 2. Stabilize leadership on campus.
 3. Looking to build synergies across system with PSU and Granite in administrative and academic arenas. Includes: procurement – dining services, custodial, energy and sustainability staff meeting on Oct. 30th, payroll, accounts, budgeting, disbursements, Pcards.
 4. Tighten travel and food.
 5. Manage course sections.
 6. Cut back on consultants.
 7. Renegotiate contracts.
 8. Offer new certifications, new pathways across system. Market has changed. Need innovations.
 - B. Problems- Retention is going down; 81% in 2006 dropped to 71% in 2016. Looking to improve quality of student engagement. 51% first generation. Focus on retention.

Do better with first year experience. Focus on recruitment- quality campus visits. Working on communication on campus, trying to not be top down. Soliciting input. Students reporting losing traditions, not as fun anymore, want to strengthen sense of community. Strengthen academic and career advising, help students find their path. Don't lose identity. Decide on niche and do this well.

System is not planning for community colleges to expand to 4 yr. degrees, but will develop academic partnerships: 2 plus 2, nursing

- C. UNHS campuses all lowest in the state for cost. Market is not growing. UNH stable, PSU a little erratic, Keene enrollment is dropping. If institutions within the system offer discounts, then students move to other institutions within the system
- D. 2012-2032 projected drops in student enrollment

- 27% in NH
- 23% in ME
- 11% in MA
- 10% in N.Y.

Northeast drop of 12%, conclusion- too many institutions in NE. Get more NH students to come to system campuses versus other NE colleges. Emphasize graduate degrees. 75% college freshman report they intend to earn an advanced degree.

STEM emphasis nationally and locally, where jobs are located, focus on growth/needs in biosci sector in NH, need facilities and student programming, need to create more talent, emphasize freshman research/work immersion- at Manchester and UNH

Student report- focus on open education resources

Assess of facilities- Sightlines co. report- system in good shape compared to other institutions with whom the company has worked,

1. Of the top 20 buildings needing attention in the system, 4 are on the PSU campus, PE Center 2nd in priority, Hyde is #5 (in addition to what was recently done to 2 rooms), Highland is #15 and Speare is #16.
2. Approval of project budget, financing plan and schematic design for the Plymouth State University (PSU) PE Center Renovations – Health & Human Enrichment Cluster. MOVED, on recommendation of the Financial Affairs Committee, that the Board of Trustees approve the current design and \$10 million project budget for the PE Center Renovation for the Health & Human Enrichment Cluster at Plymouth State University (PSU) AND FURTHER, that the source of funds be State Appropriations (\$3 million), University Funds (\$5.2 million) and Strategic Funding (\$1.8 million)

APPENDIX H:

Report on the USNH Board of Trustees Financial Affairs Meeting Keene State College on Thursday October 19, 2017 (1:00 – 3:30 am)

The financial committee meeting packet is available in this [link](#). And this report is organized by page numbers of the document.

Page 11: State Appropriations and Resident Tuition vs. Nonresident Tuition

- Gross tuition in USNH had steadily increased since 2013.
- This reflects a steady increase in non-resident tuition during the same period.
- Resident tuition remained flat during the same period.

Page 12: Financial Aid by Type of Award

- Financial aid increased 43% in 2017 in comparison to 2013 levels in USNH.
- Need-based financial aid had grown faster than merit-based financial aid.

Page 13: Student Aid Trends

- Financial aid had been on the rise since 2013, while student loan had been in decline.
- As a result, 2017 was marked as the first year when financial aid was higher than student loan since 2013.

Page 19: Total Enrollment - All Levels Fall Enrollment FTE

- Among USNH institutions, only UNH had seen an increase in total enrollment in recent years.
- PSU was able to stop the decline in total enrollment since 2014.

Page 18: Residential Campuses – All Undergrads Fall Enrollment FTE

- UNH's recent increases in undergraduate enrollments appear to have been largely due to steady increases in nonresident enrollment. During the same period, resident enrollments had been in decline.
- PSU remained an only institution where residential enrollments were higher than non-residential.

Page 17: Residential Campuses – New Undergrads Fall Enrollment Full-Time Headcount

- This trend may change for PSU. PSU's new undergraduate enrollments ticked up in 2017 and were higher than residential enrollments in that year. But this has more to do with a rapid decline in residential enrollments than an increase in non-residential enrollments.

Page 21: UNH Capital Plan

- UNH's bio-manufacturing innovation center project was discussed and approved.

Page 23: PSU Capital Plan

PE Center and HHP Renovation project was discussed and approved.

- It was argued that not only PE Center is one of the highest deferred maintenance in the system but also the renovation is intended to create an academic space for health and human performance and facilitate the PSU's cluster reorganization.

- Total cost of \$10 will be financed by a variety of sources: \$5.2 from PSU; \$3 from the State; and \$1.8 of strategic funding.
- The project is expected to complete by August 2018.

Geneva Smith Hall renovation was discussed.

- The project is intended to keep students on campus, particularly upper-division students, which should help the intuition financially. It's modeled after the Cambridge Model and should facilitate the cluster reorganization.
- It was asked whether \$4 million is enough to renovate a building of that size and whether PSU has a plan if it should run out of the available fund.

Respectfully Submitted,

Daniel Lee

PSU Faculty Observer to the Board of Trustees, Financial Affairs Committee

APPENDIX I:

New Program Proposal Bachelor of Science in Allied Health Sciences

General Information

- Institution name: Plymouth State University
- Date of proposal: September 10, 2017
- Degree and program name: Bachelor of Science in Allied Health Sciences
- Name of proposing department: Health & Human Performance
- 2010 CIP code and CIP title: 51, Health Professions and Related Programs
- Proposed date of program implementation: Fall 2018
- Primary contact person: Julie Bernier

Program Demand/Current Offerings

In 2015, the accrediting body for athletic training, the Commission on Accreditation of Athletic Training Education (CAATE) announced a change in Standard 2 for all accredited programs stating that all accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. Baccalaureate programs may not admit, enroll or matriculate any students into the athletic training program after the start of the fall term in 2022. This standard change means that all Bachelor's degrees in athletic training, including the present Bachelor of Science degree at Plymouth State University must be terminated or transitioned to a Master's degree program. PSU already has a professional athletic training degree program at the Master's level. The curriculum for that Master's degree is being revised to meet the new CAATE standards.

The proposed new undergraduate degree program will provide a route for students interested in the MS degree program in Athletic Training through a 3+2 degree pathway. Additionally, the program will provide a major that will support students interested in pursuing similar, allied health professions.

Evidence of indicators of student demand, employer or community-based demand

Student demand:

The undergraduate athletic training program at PSU currently brings in an average of 50 first year students per year as declared athletic training majors for the current BS degree. In addition to those students, there are also an increasing number of students who declare the Exercise & Sport Physiology major (average 20 – 25 per year) with the intention of pursuing a graduate degree in a number of Allied Health fields including, but not limited to, physical therapy, physician assistant, and occupational therapy. There are also a number of other students across campus who may enter the university with the intention of pursuing nursing or some other allied health profession who are unable to meet the curricular requirements of the professional degree program, leaving them few options for a degree to meet their area of interest. As the current BS in athletic training is eliminated, there needs to be a viable alternative degree for those students potentially interested in pursuing athletic training, as well as other Allied Health

Professions, to continue to attract new students to PSU. The BS in Allied Health Sciences will help to fulfill that need.

An Allied Health Sciences degree would provide a wide range of students a generalized background in the Health Sciences allowing them to either pursue a more clinical, specialized professional degree in graduate school or to enter a wide variety of non-clinical but health related fields such as medical case management, human services, medical and pharmaceutical sales, and public or corporate health and wellness, among many others.

Employer or community-based demand:

According to the United States Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/home.htm>), the projected growth across all Allied Health Professions is expected to increase at a rate of 19% through 2024, adding potentially 2.3 million jobs to the US economy. Within the various allied health professions that are most likely to be pursued by students entering PSU under the proposed new major, the growth rate is even higher. Athletic training has been projected to demonstrate a continued growth rate as high as 37% through at least 2018 (<http://www.campusexplorer.com/careers/63823396/athletic-trainers/>) but is expected to grow at least at a rate of 21% through 2024, outpacing the national average growth for all careers. In addition to athletic training, physical therapy is projected to grow at an even faster rate, estimated as high as 34% through 2024. Physician assistant jobs are projected to increase at a rate of 30%, occupational therapy's projected growth rate is 27% in that same time frame.

Detailed explanation of other reasons or circumstances indicating demand (NA)

Attach survey results as appendix, if applicable (NA)

Comment on the comparability of the new program curriculum with other programs

There are a number of Universities and Colleges in the New England area that have some version of a Health Science degree with a pre-med focus and/or a pre-professional track focus. Larger institutions that have those programs, such as Boston University and Northeastern University, would not be considered direct competitors with Plymouth State University. However a number of schools that would be considered competitors for the students who attend PSU also have similar degree programs. Sacred Heart University offers a Health Science degree with a Pre-Professional track and a Leadership track. New England College offers a BS in Health Science, designed to prepare students for graduate professional degrees, particularly in the fields of nursing, physician assistant and pharmacology. Merrimack College also supports a Health Science degree. Franklin Pierce University currently offers an undergraduate Health Science degree with guaranteed admission to qualified candidates into their Doctor of Physical Therapy Program as a six and a half year terminal degree program. The most direct competition for Plymouth State University will likely remain schools such as Springfield College and Bridgewater State College. It is unclear at this time how many of the other schools in New England who currently offer a BS in Athletic Training will make the transition to the new MS degree. Within the state of New Hampshire, it is expected that Keene State College will be abolishing their athletic training degree program but Colby-Sawyer College and the University of New Hampshire are expected to make the transition to a master's degree. Plymouth State is in a

strong position in the state, since the Master's degree is already in place and accredited. No other college in New Hampshire currently offers the master's degree program. In order to continue to draw in previous student numbers at the undergraduate level, the new bachelor's degree program must be created.

The Master's degree requirement will place an increased financial burden on students and parents. This new degree will allow qualified students to pursue a MS in Athletic Training degree in five years, completing a three plus two year degree, saving a substantial amount of money in the process as compared to a more traditional four plus two degree program. One goal of the new degree program is to position Plymouth State University as an attractive financial alternative for those students seeking a degree in athletic training or a pre-professional degree in the Health Sciences.

Program Characteristics

The Commission on Accreditation of Athletic Training Education (CAATE) is our accrediting body. Plymouth State University currently offers two CAATE accredited programs that prepare students to sit for the Athletic Training Board of Certification exam; the Bachelor of Science in Athletic Training and the Master of Science in Athletic Training. Both programs are designed for students who are interested in pursuing an athletic training career. The difference between the two programs is that the bachelor's degree is designed for students who have earned their high school diploma, while the master's degree is designed for students who have already earned their bachelor's degree in a discipline other than athletic training. The CAATE has announced a new standard in which they will no longer accredit undergraduate programs as of 2022. Because we already have the master's degree we have a market advantage to make the move now by dropping our bachelor's degree and implementing the 3+2 degree.

For many years, PSU has admitted between 50-55 undergraduate students who have declared athletic training. Our new degree, called Allied Health Sciences, will continue to attract at least that number of students. The intent of the new degree is to also attract students interested in pursuing other allied health disciplines like physical therapy, occupational therapy, physician's assistant, medicine, chiropractic, etc.

3+2 BS/MS pathway for Athletic Training. Students interested in athletic training who have completed all pre-requisite courses and have a minimum 3.2 GPA at the end of the 3rd year of study will be given special consideration for early admission into the Master of Science degree program in Athletic Training for their 4th year of study. The MS degree program is a two-year program constituting years four and five for a student who entered as a first year student. Students who complete all requirements will earn the Bachelor of Science in Allied Health Sciences at the completion of year four and the Master of Science in Athletic Training at the completion of year five.

This pathway will require students to earn 30 graduate credits as part of their undergraduate degree and another 30 credits to complete their master's degree. This proposal is unique in three ways. This plan offers students (1) a more cost effective path to athletic training certification than many of our competitors, (2) an opportunity to complete a master's degree in five years instead of six, and (3) an education that is innovative, based on liberal arts, and values students' ability to apply classroom theory into early practical application.

This degree program is designed to provide students with the requisite background and pre-requisites for study in a career in the medical/allied health fields. A minimum GPA of 3.0 is required in the following disciplines: AT, BI, CH, EX, PE.

The program is intentionally designed with a large degree of freedom to meet the needs of students interested in various fields of allied health. Students will work closely with an academic advisor to choose the most appropriate major electives to support their intended career trajectory.

The new degree program has a set core of courses that will consist of some of the needed prerequisites regardless of career path, as well as a large number of major electives. Students can tailor their program of study to meet the prerequisites that are needed for their choice of graduate program.

No articulation agreements in the form of 2+2 arrangements are planned at this time. There may be however, two year institutions who are interested in encouraging their students to transfer to Plymouth State University for their master's degree once our program is in place. Currently, both Keene State College and Northern Vermont University (formerly Lyndon State College) have expressed an interest in providing opportunities for their students to matriculate into our master's degree after they earn their bachelor's degree from that institution. Any agreement that is made would be based on ensuring that their students take course equivalents so that they meet all of the pre-requisites for graduate admission.

Program Design

There will not be any additional admission standards beyond that which is already in place for PSU. Students will choose the Allied Health Sciences degree through the admission's process. Students interested in pursuing the Master of Science in Athletic Training however, will be required to earn a minimum GPA of 3.0 in the following disciplines: AT, BI, CH, EX, PE. Students who wish to be considered for early entry into the Master's degree program must complete pre-requisites for that program and earn a minimum 3.2 GPA.

The degree is designed for interdisciplinarity in that there are required courses from Biology, Health Education, Exercise & Sport Physiology, Mathematics, Physical Education, and Psychology. Those seeking the 3+2 pathway will enroll in athletic training courses as part of their major electives. Students who pursue this degree will be able to collaborate giving them the opportunity to work inter-professionally as they explore and share each profession's place within the allied health fields.

Two new required courses will be added to the university's curriculum. Introduction to Allied Health Sciences will give students the foundational knowledge needed to fully understand the scope and practice of the many disciplines involved in allied health medicine. Epidemiology and Evidenced Based Medicine will provide students with a deep understanding of the causes and effects of health and disease that underscores clinical practice that is based on the available evidence related to those causes and effects.

Additionally, two new elective courses will be added to the university's curriculum and Introduction to Athletic Training will be modified from our current course offering. These three courses will engage students interested in pursuing the 3+2 Athletic Training degree with a broad range of knowledge and hands-on opportunities to learn clinical skills associated with the profession. Students will participate in clinical experiences under the direct supervision of a clinical preceptor.

Below are the degree's requirements.

Required Courses		Credits
BI 2110	Anatomy & Physiology I	3
BI 2130	Anatomy & Physiology I Lab	1
BI 2120	Anatomy & Physiology II	3
BI 2140	Anatomy & Physiology II Lab	1
HE 2310	Introduction to Allied Health Sciences	3
HE 2550	First Aid & CPR/AED	1.5
HE 3220	Applied Nutrition for Healthy Living (TECO)	3
HE 3310	Epidemiology and Evidenced Based Medicine (WRCO, QRCO, GACO)	3
MA 2300	Statistics (Math Foundations)	3
EX 2750	Functional Anatomy	3
PE 3570	Kinesiology	3
EX 3580	Physiology of Exercise	3
EX 4780	Exercise Prescription	3
PS 2010	General Psychology	3

Major Electives: *Major electives will be chosen in consultation with the academic advisor to best prepare the student for their intended career.*

Complete 9 credits from one or more of the following disciplines: AT, BI, CH, NR, PH	9
Complete 18 UL (3000 or higher) credits from one or more of the following: AT, BI, CH, HE, EX, PS, NR	15

Required Course Total **60.5 (30 UL)**

General Education

EN 1200	Composition	3
IS 1111	The First Year Seminar	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
General Education Total		33

Electives Total **26.5**

Total **120**

Students will enroll in the following course sequence.

Year 1

Course		Credits	Course		Credits
BI2110	Anatomy & Physiology I	3	BI2120	Anatomy & Physiology II	3
BI2130	Anatomy & Physiology Lab I	1	BI2140	Anatomy & Physiology Lab II	1
EN1200	English Composition	3	EX2750	Functional Anatomy	3
IS1111	First Year Seminar	3	MA2300	Statistics (Math Foundations)	3
	SSDI	3		CTDI	3
	CTDI	3		PPDI	3
	TOTAL	16		TOTAL	16

Year 2

Course		Credits	Course		Credits
PE3570	Kinesiology	3	EX3580	Physiology of Exercise	3
HE2500	First Aid & CPR/AED	1.5	PS2010	General Psychology	3
HE2310	Introduction to Allied Health Sciences	3		PPDI	3
	SSDI	3		Electives	3
	Electives	3.5		Electives	3
	TOTAL	14		TOTAL	15

Year 3

Course		Credits	Course		Credits
HE3220	Applied Nutrition for Active Living (TECO)	3	EX4870	Exercise Prescription	3
	INCO	3	AT3310	Epidemiology and Evidenced Based Medicine (GACO, QRCO, WRCO)	3
	WECO	3		DICO	3
	Electives	3		Electives	2
	Electives	3		Electives	3
	TOTAL	15		TOTAL	14

Year 4 (electives)

	Electives	15		Electives	15
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Program Deliver System

This entire program will be delivered on-campus.

Enrollment Impact

The enrollment impact of the proposed degree program is expected to maintain or slightly increase the current student enrollment numbers. Current first year student enrollment in the Athletic Training degree is averaging 50 students per year and that number is expected to remain stable over the next four years with the new degree as it will represent a wider range of possible

professional pathways for incoming students. The degree program is expected to feed an average of 15 to 20 students per year into the Master's degree in Athletic Training. The clinical requirements of the MS in AT degree would limit our enrollment capacity, at least initially to 20 students per cohort group. This number of students represents an increase in enrollment numbers from the current enrollment at the graduate level. The enrollment would increase the total FTE of the institution by approximately 10-15 graduate FTE.

Institutional Resources

There are two new courses (Introduction to Allied Health Sciences and Epidemiology and Evidenced Based Medicine) that will need to be taught in the new degree. We will drop all but two of the undergraduate athletic training degree courses (Introduction to Athletic Training and Practicum in Athletic Training), and add 2 elective courses (Athletic Training Clinical Skills I, Athletic Training Clinical Skills II). Until the current BS in Athletic Training is taught out, the three full-time faculty will teach in overload and teaching lecturers will be needed to meet the demands. The proposed program will require the same staffing levels as the current AT program- three full-time faculty plus teaching lecturers. Once we have taught out the old program, we will have the resources to teach the new program assuming current staffing levels.

Course Syllabi

Course syllabi for all courses is attached.

External Review and Responses

Two external reviewers who are Athletic Training Program Directors from comparator institutions provided feedback on this proposal. Dr. Mary Barnum from Springfield College shared supportive comments saying,

“...the proposed program will be well received by perspective students and their families. The program appears consistent with PSU Learning Model and HHE mission. The curriculum provides a broad over view of content needed to be successful within a variety of disciplines that fall within the realm of health care sciences. The curriculum also provides viable options for students who wish to enter directly into the workplace at the end of year four as well as those who desire to pursue a professional degree at the graduate level. And utilizing a 3 + 2 option does offer a financial advantage to these students who do continue into graduate studies.”

Dr. Wanda Swiger from Keene State College shared similar comments. She outlined the strengths of this type of program pointing out that it would take students 5 vs 6 years to complete, that there was both a cost benefit for the student and the institution.

Both reviewers noticed that we did not include required courses that the CAATE may list as prerequisite courses. One of the goals in the development of this program was the intentional inclusion of flexibility in required electives. We deliberately included lower and upper level electives in specific disciplines so that students could choose the prerequisites that they would need for their specific graduate degree program.