

TO: Members of the Academic and Research Advancement

A handwritten signature in black ink, reading "Paul S. Szymanski", is positioned above a solid red horizontal bar. The signature is written in a cursive style with a prominent initial "P".

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

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.

University of Nevada, Las Vegas,
from IHHTI, Switzerland, a
is expected to receive a
2012, he has been an
ity. (rank will be Visiting

Dr. Ted Conant Rogers
Assistant Professor of Physics

\$91,000

12/25/14

12 mos

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

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 Tididince 20nced4(r)3vT* [(N)2(or)3(f(s)46 3vT*)3(por)3/14

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 Co-4(s)-1(y 1.p)-1(y)30(c)4()4(nt)-2(4Meo-4(s -5

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. Saman

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

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.

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.

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**

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.

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

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

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 ge maySie4()-6(1al)-uonce ge2(ons)4(d a)4(s)-1(e(ge)4(m)8(a

December 4, 2014

Proposal for PhD in Kinesiology and Rehabilitation Sciences
Table of Contents

DESCRIPTION OF THE PR

.....	5
.....	8
.....	8
.....	9
.....	9
.....	9
.....	17
.....	18
.....	18
.....	19
.....	19
.....	19
.....	21
.....	22
.....	23
.....	30
.....	31
.....	31
.....	32
.....	36
.....	38
.....	42

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

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

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

<p>Student Learning Outcomes</p>	<p>Courses & Co-curricular activities that develop competency</p>	<p>Courses & Co-curricular activities that demonstrate mastery</p>
<p>The student will</p>	<p>Course Number & Title Assessment⁺ ⁺ Instructors will use a rubric for grading papers and presentations.</p>	<p>Course Number & Title Assessment⁺ ⁺</p>

Student Learning Outcomes	Courses & Co-curricular activities that develop competency Course Number & Title Assessment ⁺ ⁺ Instructors will use a rubric for grading papers and presentations.	Courses & Co-curricular activities that demonstrate mastery Course Number & Title Assessment ⁺ ⁺
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Student Learning

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 used in the following ways: (i)-4(n)]TJ 0.002 Tc -0.002 Tw-1.71 0 T
nesiology and interpr/MCIf(r(s)-5(s)-

American Kinesiology
Association
<http://americankinesiology.org>

Justification for the Proposed Program

**Response to Current Needs
(Specific Demand)**

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 research and practice of kinesiology. The field of kinesiology has a need for faculty who understand the clinical/translational research and practice of kinesiology.

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

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			Year 5		
						Target Year			Target Year		
						(2-year institutions)			(4-year institutions)		
<u>2015 - 2016</u>		<u>2016 - 2017</u>		<u>2017 - 2018</u>		<u>2018 - 2019</u>			<u>2019 - 2020</u>		
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

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

Other Resources

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 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 s.02 Tw T* t5(ho-.y-)10(h)S

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

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

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,

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.

Appendix C – Abbreviated CV's

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-

2.

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, Communi

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

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

Educational Background

Highest Educational Level Completed or Enrolled in

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

Are

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

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

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?

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

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.

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	Academic year 2015-2016	\$50,000