

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE
FEBRUARY 2021 MEETING

9:15 – 10:30 am ET
Friday
February 19, 2021

The Martin Center
1328 W State of Franklin Rd
Johnson City, TN

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from November 13, 2020](#)

ACTION ITEMS (15 minutes)

- IV. [Approval of the New Academic Program Proposal \(NAPP\) – Doctorate in Occupational Therapy](#) (Bishop)
- V. [Approval of Letter of Notifications – M.S. in Applied Data Science](#) (Bishop)

INFORMATION AND DISCUSSION ITEMS (50 minutes)

Academics and Students: (30 minutes)

- VI. [Academic Action Notification for Period of August 1, 2020 through December 31, 2020](#) (Bishop)
- VII. [Update on Center of Excellence in STEM Education](#) (Scarborough)
- VIII. [Update on Search for New Senior Vice President of Academics/Provost](#) (Johnson)
- IX. [Update on Southern Association of Colleges and Schools](#) (Clavier)

Research (20 minutes)

- X. [Update and Discussion on Ballard and the Coordinating Council](#) (Linville/Block)
- XI. [Research Corporation Update](#) (Noland/Golden)

GENERAL INFORMATION ITEMS (10 minutes)

- XII. Committee Discussion
- XIII. Other Business
- XIV. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 19, 2021

ITEM: Approval of Committee Minutes from November 13, 2020

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
Secretary

The minutes of the November 13, 2020 meeting of the Academic, Research, and Student Success Committee are included in the meeting materials.

MOTION: I move that the Academic, Research, and Student Success Committee adopt the resolution, approving the minutes as outlined in the meeting materials.

RESOLVED: The reading of the minutes of the November 13, 2020 meeting of the Academic, Research, and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH AND STUDENT SUCCESS COMMITTEE

MINUTES

November 13, 2020
Johnson City, Tennessee

The East Tennessee State University Board of Trustees' Academic, Research and Student Success Committee met at 9:15 a.m. on Friday, November 13, 2020, via teleconference call due to extraordinary circumstances surrounding the COVID-19 outbreak. The meeting was livestreamed to allow individuals to attend remotely.

I. Call to Order

Dr. Linda Latimer, chair of the Academic, Research and Student Success Committee, called the meeting to order at 9:15 a.m.

II. Roll Call

Board Secretary Adam Green explained that before roll call could be taken, he needed to present a series of questions to the committee members, and that due to the trustees participating remotely, all votes taken must be done so by roll call. Trustees Janet Ayers, Virginia Foley, Scott Niswonger, Melissa Steagall-Jones and Chair Linda Latimer indicated that they could hear clearly and that there was no one present in the room with them. In accordance with Tennessee Code § 8-44-108 Section (b)(2), Green stated that this was a regularly scheduled quarterly meeting of the Academic, Research and Student Success Committee, that the committee business is critical to the operations of the university, and in light of the COVID-19 virus outbreak and the statewide recommendations as well as those from the Centers for Disease Control and Prevention, social distancing measures and a limit on group gatherings are being observed. Green requested a roll call vote to determine the necessity of holding the meeting.

A motion was made by Trustee Foley and seconded by Trustee Stegall-Jones. A roll call vote was taken and the motion passed unanimously. Green asked that the record reflect that in addition to members of the Committee, other Trustees participating in the meeting were Stephen DeCarlo, Dorothy Grisham and Austin Ramsey.

III. Revised Academic Calendar

Dr. Wilsie Bishop, Senior Vice President for Academics and Interim Provost, presented the revised academic calendar for the spring of 2021. Dr. Bishop noted that out of concern for the safety and security of students, faculty and staff as the COVID-19

pandemic continues, the university has revised the previously approved academic calendar to ensure a safe environment. The semester will start as scheduled on Jan. 19, 2021, following Martin Luther King Jr. Day. The significant difference is that spring break will not be a full week; but to give faculty and students time away, shorter breaks have been scheduled throughout the semester: Feb. 18-19, March 15-16, and April 14. University offices will remain open on those dates. The regular Good Friday holiday will be April 2, and the semester will end as planned with graduation on May 8; Winter Session will continue as scheduled from Dec. 16-Jan. 10. The Quillen College of Medicine and Gatton College of Pharmacy will continue to follow their own academic calendars.

A motion to approve the revised spring 2021 academic calendar was made by Trustee Ayers and seconded by Trustee Niswonger. A roll call vote was taken and the motion passed unanimously.

IV. Letter of Notification Regarding the Establishment of a Master of Science in Orthotics and Prosthetics

Dr. Bishop told the Committee she would use this information item to give an update on several program proposals that have been before the Board and are now in the process of review by the Tennessee Higher Education Commission (THEC). She said Dr. Don Samples, Dean of the College of Clinical and Rehabilitative Health Sciences, would give more of an in-depth introduction to one of those proposals for the benefit of Trustees new to the Committee so they would have an opportunity to be informed about what goes into the curriculum process. Dr. Bishop said the university is at the stage of moving forward with the Doctorate in Occupational Therapy that was presented in April 2019. An off-site review by external reviewers from the universities of Toledo and Arkansas State was completed to ensure that the quality of the proposal was consistent with what professionals in the field across the country expect. Following university response to the review, the proposal will be reviewed at the THEC staff level before going before THEC for approval in January. The proposal will then come back to the ETSU Board for final approval.

The Master of Arts in Digital Media approved by the Board is moving at a different pace. Dr. Bishop said the university is awaiting the results of an external review; no significant changes are anticipated from THEC, and the proposal may be brought back before the Board in the spring in time for implementation for the fall of 2021.

Dr. Bishop presented a Letter of Notification for the Master of Science in Orthotics and Prosthetics program, which is the first step in the Board of Trustees review protocols for the establishment of a new academic program; it has been approved by the Academic Council and President's Office, and upon Board approval, will be forwarded to THEC for

public comment and approval before final Board approval. Pending completion of the approval process, the program is anticipated to be implemented in the summer of 2022.

Dr. Samples delivered a PowerPoint presentation (included in meeting packet along with proposal and supporting materials) regarding the proposed Orthotics and Prosthetics degree program in the Department of Rehabilitative Health Sciences. He said this would be a high-demand program and would be the only program of its kind in Tennessee and within 400 miles of Johnson City; there are only 12 such programs in the country. The degree would prepare students to pursue three distinct career paths, with orthotics being most in demand. Dr. Chris Hovorka, a national leader in the profession, has been hired as director of the two-year program, for which curriculum design is underway. Some courses will be interchangeable with physical therapy and occupational therapy, providing interdisciplinary training and research opportunities; there will also be collaborative opportunities with the Quillen College of Medicine and the Quillen Veterans Affairs Medical Center (VA). The first class is expected to be admitted in the summer of 2022.

Dr. Samples said that one-time costs for the new program will be approximately \$2 million, which has already been set aside through careful budgeting. The dean noted that the college has planned for several years for this program, and therefore surplus funds have been carried over from year to year. The program should be self-supporting by year two when it is fully operational with 28 to 30 students who will be charged standard tuition rates and the health science fee. The college currently does not have any federal or private grants or gifts to establish the program, but its development officer is working to identify potential funding sources. Space for the Orthotics and Prosthetics Program, as well as the Occupational Therapy Program, has been identified on the first floor of Building 2 on the VA Campus. Building 2 also currently houses the Physical Therapy Program and Department of Family Medicine. The new space for Orthotics and Prosthetics will require training, fitting, sewing and mechanical rooms; a lab for working on devices; a multipurpose room; and more.

The presentation of this Letter of Notification was an information item and did not require Committee action.

V. Research Foundation Reorganization

Dr. Brian Noland, ETSU President, recognized the Committee's ongoing support for research and set the stage for a discussion that would give Board members an opportunity to indicate whether the university is moving in a direction consistent with the Board's expectations and the regional vision to grow and diversify research. He said that as the university moves into its second phase of strategic visioning, it is appropriate to ask questions about research and what research should look like at ETSU. He reminded Committee members of successes to date and recognized the efforts of Drs. Rob Pack and

Nick Hagemeyer and others for their work in fine-tuning the vision for research that grew out of the Committee for 125. He also noted that there have been conversations about potential opportunities for partnership with the formation of Ballad Health. He said some matters are emerging both across the region and campus that provide potential opportunities to make some defined progress in 2021 and begin to realize the visions of the Board and the campus. The first of these is the creation of the Center for Rural Health Research with state funding. He said Dr. Randy Wykoff, Founding Director of the Center and Dean of the College of Public Health, has moved aggressively to recruit and hire faculty and has garnered millions of dollars in federal support. This has created space issues within the College of Public Health, and space within such assets as the Innovation Lab and Eastman Valleybrook campus is being assessed.

Dr. Noland noted that David Golden, Professor of Practice and Allen and Ruth Harris Chair of Excellence in Business, is bringing new ideas to the table, and that as the university moves into the post-COVID world, it is time for the university to move and begin to fully explore opportunities for the ETSU Research Foundation to coordinate a portfolio of disparate but related organizations, including the Innovation Lab, the Tennessee Small Business Development Center, the Institute for Computational Research and Data Sciences, Valleybrook, intellectual property, and technology transfer. Dr. Noland thanked Prof. Golden and Dr. William Duncan, Vice Provost for Research, for taking the lead on these discussions and turned the floor over to them.

Dr. Duncan expressed excitement about the opportunity to link the university's research growth with the growth of innovation and economic development in the region, and said Prof. Golden's regional and national contacts would be beneficial in achieving this outcome. He said faculty would have greater opportunities to interact with outside companies, and this could contribute to attracting new faculty.

Prof. Golden echoed Dr. Duncan's excitement and said that an enhanced or "next-gen" approach to the Research Foundation could build bridges connecting the different organizations of which it is comprised, help design for a range of outcomes and embrace the uncertainties of the world in a positive way, and help the university to improve timelines to be able to pivot quickly in the development of new academic programs. He said the Research Foundation can be a convening point for campus, and therefore can facilitate connections to spur creativity and innovation.

Chair Latimer said she was excited about the possibilities presented by the Research Foundation, and stressed that this needs to yield public-private partnerships. She noted opportunities presented by the Valleybrook facility, which is located at the corner of two interstates (I-26 and I-81). She further noted opportunities for regional entrepreneurs to invest in the site, and that the Washington and Sullivan County mayors will be important in building out the Valleybrook site. She also said she believes that Ballad, which is

required to fund research, has been waiting for a cohesive plan, and that through the Research Foundation, a plan is being crafted that could lead to an investment.

Trustee Niswonger called this a “game-changer” for the region, unlocking many opportunities for creating high-paying jobs. He noted that what has always held us back has been capital.

Prof. Golden said the field of synthetic biology is expected to grow by \$4 trillion over the next 10 years, and the Valleybrook site could provide laboratory and office space when the university creates a synthetic biology curriculum. He said this field has myriad applications in agriculture, manufacturing, medicine and more, and he envisions the establishment of a K-12 project in local schools through a partnership between various ETSU colleges and such entities as the Niswonger Foundation, the non-profit BioBuilder Educational Foundation and others. He said that Dr. Natalie Kuldell, a top synthetic biology expert from MIT and founder and Executive Director of BioBuilder, is scheduled to visit campus in the coming weeks.

Trustees agreed this would “break down silos” between colleges at the university. Trustees noted it would be instrumental in keeping university graduates in the region, and said we must continue to craft the story, recognizing the world-class talent of the research faculty at ETSU.

Although this was an information item that did not require a vote, the Committee gave President Noland authorization to begin working quickly on the process of restructuring bylaws, chartering a new board, and appointing a CEO of the research corporation. He will also begin reaching out to local entities to see if there is an opportunity for ETSU to serve as a nexus for economic development and regionalism conversations.

VI. ETSU Health Update: Ballad MOU and ETSU/Ballad Coordinating Council

Dr. David Linville, Executive Vice Provost for Health Affairs, provided background for new Board members and an update on the Ballad Health MOU (Memorandum of Understanding) and ETSU/Ballad Coordinating Council. He said that since February, the three sub-councils (Education and Training, Clinical and Community-Based Care and Innovation, and Research) have been meeting, organizing, and cataloguing what currently exists in the relationship between Ballad Health and ETSU. These include such things as agreements between the two pertaining to faculty practice, IRB (Institutional Review Board) operations, contracts, and more. The councils have discussed pipeline and workforce issues, including matters of attracting and retaining staff during the pandemic; student clinical rotations were temporarily suspended in the spring of 2020 due to the pandemic. Dr. Linville said the university and Ballad Health are still focusing on positioning themselves to strategize together in a better way. Whereas historically, agreements between Ballad Health’s legacy organizations (Mountain States Health Alliance and Wellmont) and ETSU were transactional, the entities now are recognizing

the importance of strategizing together, focusing on the academic mission of the university, Ballad's health care delivery system, and the quality improvement both are striving to achieve. He said Board members would play an important role in helping to frame and develop the relationship with Ballad Health into a strategic partnership.

Dr. William Block, Vice President for Clinical Affairs and Dean of the Quillen College of Medicine, agreed and said communication will hopefully be the bridge that helps the entities progress from a transactional relationship to one that is more collaborative and forward-thinking.

President Noland stressed the importance of exploring a deeper integration of ETSU Health operations with those of Ballad Health. He noted that most major academic health sciences center across the country have a robust partnership with their local health system, whether by ownership or a deep, integrated partnership. He said that in spite of complications presented by the COVID pandemic, progress is being made in that direction and both entities are committed to aggressive timelines for moving the process forward.

VII. Adjournment

There being no further business, Chair Latimer adjourned the meeting at 10:32 a.m. following a motion by Trustee Ayers to adjourn that was seconded by Trustee Niswonger and approved.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 19, 2021

ITEM: Approval of the New Academic Program Proposal (NAPP) for the Establishment of a Doctorate in Occupational Therapy

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Wilsie Bishop
Senior Vice President for Academics and Interim Provost

The New Academic Program Proposal (NAPP) for the Clinical Doctorate in Occupational Therapy (OTD) is the final step in a series of ETSU academic program review protocols necessary for the establishment of a new program. This program was approved as a Letter of Notification (LON) in April 2019 by this board, and has since been reviewed and approved by THEC following public comment. Pending the Board of Trustee’s approval, the item will be sent to THEC for final Commission Approval.

The College of Clinical and Rehabilitative Health Sciences proposes to establish a program of study that leads to a clinical doctorate degree in Occupational Therapy (OTD). The American Occupational Therapy Association (AOTA) defines an occupational therapist as a professional who “helps people of all ages participate in things they want and need to do through the therapeutic use of everyday activities (occupations). The Accreditation Council for Occupational Therapy Education (ACOTE) has recently recommended the entry-level degree for occupational therapy education be elevated to the doctorate level. They have proposed a mandate that all programs offering a degree in occupational therapy will be at the doctorate level by 2027. The key findings and program demand forecast for the OTD in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed OTD program.

ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only to offer the degree with other established graduate rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program. The proposed program will offer applicants an option to complete a doctoral degree from a public university, which is more financially feasible for many students. This proposed program will help to meet workforce demands in a field of increasing need with highly-qualified applicants who are well prepared to be autonomous practitioners.

Attachments:

New Academic Program Proposal (NAPP)

MOTION: I move that the Academic, Research and Student Success Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The New Academic Program Proposal (NAPP) Regarding the Establishment of a Doctorate in Occupational Therapy (OTD), is approved by the Board as outlined in the meeting materials.



EAST TENNESSEE STATE UNIVERSITY

Letter of Notification and New Academic Program Proposal

Program Name and Degree Designation	Doctor of Occupational Therapy
CIP Code and Code Title	51.2306 Occupational Therapy/Therapist
Proposed Implementation Date:	Summer 2022
Academic Program Liaison	Dr. Wilsie S. Bishop Senior Vice President for Academics and Interim Provost bishopws@etsu.edu

Institution Approval

Date of Board of Trustees Approval

Dr. Brian Noland
President, East Tennessee State University

Date



EAST TENNESSEE STATE UNIVERSITY

New Academic Program Proposal for the OTD in Occupational Therapy Table of Contents

Section	Title	Page
I	Letter of Notification	1
	A Revised LON	1
	B Response to the THEC Concerns	37
	C THEC LON Approval	45
II	NEW ACADEMIC PROGRAM PROPOSAL	46
	Implementation Timeline	46
	Curriculum	46
	A Program Learning Outcomes	48
	B Academic Program Requirements	48
	1. Summary	48
	2. General Education Requirements for Degree	50
	3. Current Courses	50
	4. Affected Programs	50
	5. New Courses Needed	50
	6. Course Syllabi	54
	7. Distance Learning	55
	Academic Standards	55
	A Admission	55
	B Retention	56
	C Graduation	56
	Equity	56
	Program Enrollment and Graduates	57
	A Projected Number of Declared Majors	57
	B Projected Number of Graduates	58
	Administrative Structure	58
	Faculty Resources	61
	A Current Faculty	61
	B Anticipated Faculty	62

C Student/Faculty Ratio	63
Library and Information Technology Resources: Existing and Anticipated	64
Support Resources: Existing and Anticipated	64
A Resources	64
B Letters of Support	67
Facilities and Equipment: Existing and Anticipated	68
A Existing Facilities and Equipment	68
B Additional Facilities and Equipment Required or Anticipated	69
1. Facilities	69
2. Equipment	69
Marketing and Recruitment Plan	69
Assessment and Evaluation	72
A Schedule for Program Assessments or Evaluation	72
B Assessment and Evaluation Responsibilities	73
C Post-approval Use of Results	73
Accreditation/SACSCOC Implications	73
Funding/Financial Projections	74
A One-time Expenditures	74
B Recurring Expenditures	74
1. Salary and Benefits for Administrative Personnel	74
2. Salary and Benefits for Faculty	75
3. Salary and Benefits for Support Staff	75
4. Stipend and Benefits for Graduate Assistants	76
5. Operating	76
6. Total Recurring Expenses	77
C Revenue	78
Appendices	79
A Curriculum Mapping	80
B Course Syllabi	81
C Faculty Vitae	82
D Library Resource Review	91
E Letters of Support	96
F Marketing and Recruitment Plan	104
G THEC Financial Information Form	106
H Floor Plan and Projected Timeline for Completion	108
I ACOTE Curriculum Mapping to ACOTE Standards	110
J Approval Letter of Reorganization of RHSC Department Structure	123
K College of Clinical and Rehabilitative Health Sciences Organizational Chart	124
L OTD Full Curriculum Syllabi	125



EAST TENNESSEE STATE UNIVERSITY

Letter of Notification for the OTD in Occupational Therapy Table of Contents

Section	Title	Page
I	Letter of Notification	1
A	Program Name, Degree Designation and CIP Code	1
B	Proposed Concentrations	1
C	Proposed Implementation Date	1
D	Anticipated Delivery	2
E	Academic Program Liaison	2
F	Background Concerning Academic Program Development	3
G	Purpose and Nature of Proposed Academic Program	3
H	Alignment with State Master Plan and Institutional Mission	5
I	Institutional Capacity to Deliver Proposed Academic Program	8
J	Need for Program: Feasibility Study	9
	Student Interest	9
	Local and Regional Need and Demand	10
	Employer Need and Demand	10
	Future Sustainable Need and Demand	11
K	Existing Programs Offered at Tennessee Institutions	13
L	Program Costs/Revenue	15
Appendices		
A	ETSU LON for Establishing New Program	18
B	ACOTE Accreditation Candidacy Timeline	19
C	Burning Glass Report	20
D	Feasibility Studies: Student and Employer Surveys	24
E	Letters of Support	30



EAST TENNESSEE STATE UNIVERSITY

PART 1 LETTER OF NOTIFICATION

I. Letter of Notification

A. Revised LON

Letter of Notification

Proposed Academic Program Name and Degree Designation

Doctor of Occupational Therapy (OTD)

Proposed Academic Program Concentrations

None

Proposed CIP Code, Title, and Definition

51.2306, Occupational Therapy/Therapist

A program that prepares individuals to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics. (National Center for Education Statistics, <https://nces.ed.gov>)

Proposed Implementation Date

Summer 2022 for enrollment of first class of students. An application was submitted to the Accreditation Council for Occupational Therapy Education (ACOTE) in November 2018. We received notification that we are scheduled to submit a Candidacy Application on 4/15/2021 and are on a waiting list for a slot in the 4/15/2020 submission cycle (see Appendix A, pp. 18).

Proposed Delivery :Traditional

Academic Program Liaison Wilsie S. Bishop
Senior Vice President for Academics/Interim Provost



EAST TENNESSEE STATE UNIVERSITY

A. Proposed Program Name, Degree Designation and CIP Code

51.2306

B. Proposed Concentrations

None

C. Proposed Implementation Date

June 2022 ,depending on accrediting agency review. This start date aligns with other health science graduate programs including the Medical College and a proposed graduate program in orthotics and prosthetics within the Department of Rehabilitative Sciences.

D. Anticipated Delivery

Traditional, On-ground

E. Academic Program Liaison (APL)

Dr. Wilsie S. Bishop
Senior Vice President for Academics/Interim Provost
204 Dossett Hall
P.O. Box 70286
Johnson City, TN 37614
(423) 439-4811
bishopws@etsu.edu

F. Background Concerning Program Development

The College of Clinical and Rehabilitative Health Sciences currently houses the Doctorate of Physical Therapy (DPT) program, the Doctorate of Audiology (AuD) program, and the Master of Science in Speech-Language Pathology program. Developing the Doctorate in Occupational Therapy (OTD) program provides a full complement of rehabilitation programs that can be offered in our college. With the current focus in health care on team-based care and ETSU's emphasis on interprofessional education and collaborative practice, the OTD program adds both breadth and depth to our existing programs and builds on the university's mission to "provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." Additionally, with the newly approved undergraduate program in Rehabilitative Health Sciences, the OTD is a logical extension to our existing programs for those students who are interested in pursuing a graduate degree in one of the rehabilitation professions.

G. Purpose and Nature of the Proposed Academic Program

The College of Clinical and Rehabilitative Health Sciences proposes to establish a program of study that leads to a clinical doctorate degree in Occupational Therapy (OTD). The American Occupational Therapy Association (AOTA) defines an occupational therapist as a professional who "helps people of all ages participate in things they want and need to do through the therapeutic use of everyday activities (occupations). Unlike other professions, occupational therapy helps people function in their environments (e.g., home, work, school, community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation" (AOTA). The target audience will be traditional undergraduate students located regionally and nationally who are interested in pursuing a graduate degree in occupational therapy.

The proposed OTD program at ETSU will be delivered in a traditional, on-ground format. The curriculum will emphasize in-depth evaluation and intervention skills with a traditional strong focus on disease, body functions and structure while integrating activity limitations, participation restrictions, and contextual factors. The curriculum will be developed on the foundation of the biopsychosocial model and is informed and supported by the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP). Both the ICF and EHP will provide the curriculum with scaffolding for understanding health and health-related domains by considering the functioning and disability of an individual, as well as the context and environmental factors that support and hinder participation.

The OTD program will utilize a problem-based learning approach with an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in diverse practice settings that requires collaboration, teamwork, and the ability to break down silos that are prominent in traditional health care curricula.

It is anticipated that the program will include 107 credit hours including didactic and lab coursework, community-based interprofessional practice, fieldwork rotations, and capstone experience in order to meet the following program learning outcomes:

At the conclusion of this degree program, the student will be expected to demonstrate the following:

- Demonstrate entry-level knowledge and competencies, informed by the conceptual framework of the ICF, for practice as an occupational therapist in diverse health delivery systems
- Demonstrate evidence-based evaluation and intervention skills for a diverse and underserved population
- Engage in interprofessional practice across a variety of health care delivery settings
- Develop essential knowledge and skills to contribute to the advancement of occupational therapy through evidence-based practice and scholarly activities
- Exhibit fundamental administrative and leadership skills required for the delivery of high quality, cost-effective occupational therapy and related services and to assume leadership roles at the local, national, and international levels in occupational therapy, health professions, and the community
- Influence policy, interprofessional practice, and education by advocating for occupational therapy services for individuals and populations

In 2017, The Accreditation Council for Occupational Therapy Education (ACOTE) recommended that the entry-level degree for occupational therapy education be elevated to the doctorate level. ACOTE previously mandated that all programs offering a degree in occupational therapy would be at the doctorate level by 2027. However, AOTA overrode ACOTE's decision by voting in April 2019 to support dual entry-level degree levels. Therefore, it remains an institutional prerogative to offer an entry-level master's or doctoral degree in occupational therapy.

As of May 02, 2019, there were 30 accredited OTD programs and 174 accredited master's programs, with 70 of those programs transitioning to the doctoral level.

Less than 20% of the accredited programs in the United States are currently doctoral-level programs. The professional standards set by ACOTE will require graduates at the doctoral level to demonstrate expertise in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Graduates must also complete a capstone project with a minimum 14-week experiential component. Doctoral education will best prepare graduates who can demonstrate professional autonomy, implement evidence-based practice, understand care delivery models, and be prepared to meet the future occupational needs of society (ACOTE and AOTA).

The proposed program will offer applicants an option to complete a doctoral degree from a public university, which is more financially feasible for many students in this region. The proposed curriculum includes an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in a field that requires collaboration and teamwork. The projected employment potential for the occupational therapy profession continues to be optimistic with the number of jobs available expected to grow over the next eight years. This proposed program will help to meet those workforce demands with highly-qualified applicants who are well prepared to be autonomous practitioners.

H. Alignment with State Master Plan and Institutional Mission

State Master Plan

The Master Plan for Tennessee Postsecondary Education 2015-2025, established by the Tennessee Higher Education Commission, acknowledges *the critical need for academic programs of distinction at the graduate and professional level to fully address Tennessee's economic development, workforce, and research needs*. This plan includes statewide strategic development of higher education programs that *increase the educational attainment levels of Tennesseans* and calls for *institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research* (State Master Plan website – page 2).

The proposed Doctorate of Occupational Therapy degree meets the State Master Plan to increase the educational attainment levels of Tennesseans by creating a graduate degree program that prepares graduates for entry into one of the regions fastest growing labor categories, provides state of the art rehabilitative care and contribution to the research needs of the healthcare community, and provides a degree with an interdisciplinary focus. Each of these areas is addressed in the sections that follow.

Prepare Graduates for Fastest Growing Labor Categories	Data supportive of the State Master Plan comes from the Bureau of Labor Statistics, which projects that the need for occupational therapists is expected to grow 24% from 2016-2026, which is much faster than the average for all occupations. The demand for occupational therapists is similarly projected to increase in Tennessee with an estimated 24.2% job growth. Please refer to Appendix B (pp. 18-21) for data from Burning Glass, an analytics software company that provides real-time data on labor market trends.
--	---

Increased Need for Rehabilitation	Data supports the State Master Plan to prepare Tennesseans with highly trained occupational therapy graduates who are better equipped to provide state of the art rehabilitative care and contribute to the research needs of the healthcare community. Specifically, there is an increased need for rehabilitation specialists throughout the US and the Appalachian region. The growing demand for rehabilitation professionals is increasing with the aging of the population in Tennessee and the nation. Life-saving medical interventions are extending the lives of Americans, increasing the elder population, and saving the lives of individuals who might have previously succumbed to disease or injury. These medical advances have resulted in an increased need for rehabilitation services for persons who survive but have temporary or chronic disabling conditions which interfere with their ability to function. As a result, there is a dramatically increased demand for rehabilitation personnel and a need for new therapies to assist individuals as they recover, adjust, and adapt to health changes. Providing doctorate trained specialists in the field of occupational therapy will enhance and improve the provision of rehabilitation within the region.
-----------------------------------	--

The intent of the Focus Act was to empower universities that were former TBR institutions. Of these universities, ETSU is in the best position to impact the regional market and also access the NC high market need, which Burning Glass

identified as currently being served by UNC-Chapel Hill, a top 10 nationally ranked program (see Appendix B, pp. 20-21).

Focus on Interdisciplinary Education and Collaboration

Data supports the need to provide students with an option to obtain a degree with an interdisciplinary focus and options for collaboration. Healthcare systems are changing, and the healthcare professionals of the future will need to function as part of an interprofessional team. In the proposed OTD curriculum, collaboration will occur within the University between Physical Therapy and the College of Medicine with joint classes planned throughout the curriculum with each of these departments. In addition, there are interprofessional resources and options for both academic and research interactions between this program and PT, Speech-Language Pathology, Social Work, Nursing, and Medicine. As noted in the Burning Glass report (Appendix B, pp. 18-19), employers in the surrounding region, including Kentucky, North Carolina, Tennessee and Virginia, are seeking qualified occupational therapists with the key competencies of teamwork/collaboration, communication skills, and the ability to build effective relationships. The interprofessional curriculum proposed for this OTD program will provide graduates with expertise in each of these key areas (refer to summary information on Student Interest, p. 9). Data from a recent survey conducted among current ETSU college students interested in healthcare also supports development of a degree with interdisciplinary focus (see Appendix C, pp. 22-24). The majority of those surveyed (80.15%) indicated they were definitely or somewhat interested in applying to an OTD program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, SLP, etc.).

Institutional Mission

The proposed Doctorate of Occupational Therapy degree also aligns with the mission and vision of East Tennessee State University, the Academic Health Sciences Center, and the goals of the College of Clinical and Rehabilitative Health Sciences. ETSU's mission statement highlights the need to "provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." The strategic plan for the Doctorate of Occupational Therapy speaks to the promise of ETSU's mission and its commitment to excellence in teaching, research, and public service in the health sciences through its inclusion with well-established and fully-accredited graduate programs in physical therapy, speech-language pathology, audiology, and nutrition, as well as accredited undergraduate programs in radiography, cardiopulmonary science, and dental hygiene.

The vision of East Tennessee State University is *developing a world-class environment to enhance student success and improve the quality of life in the region and beyond*. In addition, the University mission includes having *a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center*. A core value of the University is *efficiency which is achieved through wise use of human and financial resources*. (ETSU Website and Strategic Plan 2016-2026 approved by the Board of Trustees 3-27-17)

Based on the East Tennessee State University Mission, Vision and Strategic Plan as outlined above, the proposed Doctorate of Occupational Therapy degree will meet the following objectives:

- Creates a graduate degree program that will contribute to and benefit from the educational and research programs and clinical services available through the Academic Health Sciences Center.

The focus of the ETSU Academic Health Sciences Center includes developing *critical thinking, problem-solving, and diagnostic and treatment skills* as well as educating health professionals *who can work as part of a collaborative care team of professionals to provide the most comprehensive and efficient care possible* (ETSU Academic Health Sciences Center website). Adding an OTD option will help to further promote the comprehensive nature of rehabilitation education at East Tennessee State University. Addition of an OTD to the current degrees available in Physical Therapy, Speech-Language Pathology, Audiology, Social Work, Medicine, Nursing, Pharmacy, and Clinical Psychology will provide a well-rounded array of clinical career options. Curriculum promoting interprofessional education will assist in developing graduates better prepared to join a collaborative team of health care professionals.

- Contributes to regional stewardship and wise use of human and financial resources by providing students with an opportunity to obtain a degree at a lower cost than those offered at surrounding private institutions.

Providing an option for an occupational therapy degree at a public university makes the degree more financially feasible for many students in this region. Many of the programs currently accredited within a 250-mile radius are offered at private institutions, with a higher tuition cost than a public institution. In a recent survey conducted among current ETSU college students interested in healthcare graduate programs, 87.5% indicated they would definitely prefer, and an additional 11.03% indicated they would somewhat prefer, to attend a public university rather than a private university because of lower tuition (see Appendix C, pp. 22-24). In the four-state region that includes ETSU, only 33% of the current OTD programs are located in public institutions compare to 67% in private institutions.

In addition to overall tuition costs being lower at a public institution than a private university, East Tennessee State University offers scholarships to assist with decreasing the financial burden of out-of-state tuition. The George L Carter Scholarship awards up to \$14,000 per year for full-time graduate students who reside within a 250-mile radius of ETSU, and the Sidney G. Gilbreath Scholarship awards up to \$11,000 per year for full-time graduate students who reside beyond the 250-mile radius of ETSU.

As one of the colleges comprising the ETSU Academic Health Sciences Center, goals of the College of Clinical and Rehabilitative Health Sciences include: *To create an academic and clinical culture that encourages service to diverse and underserved populations; encourage collaborative research for students and the community addressing long-term clinical and rehabilitative health needs across the lifespan and health care spectrum; and to promote scholarship and mentoring that supports evidence-based practice and life-long learning* (ETSU Academic Health Sciences Center website and CCRHS website).

The proposed Doctorate of Occupational Therapy degree meets the goals of the College of Clinical and Rehabilitative Health Sciences in the following ways:

- Provide students with options for clinical experiences and service to diverse and underserved populations in order to better prepare them to provide rehabilitative services for these populations.

The proposed curriculum will include a number of clinical experiences in a variety of healthcare settings. Students will be prepared to provide clinical expertise in the art and science of occupational therapy to a wide range of patients. Students within the program will have opportunities to participate in service activities with various population groups. Partnership with regional, state and national facilities will provide students with a wide range of professional learning experiences. The College of Clinical and Rehabilitative Health Sciences currently has affiliation agreements with >350 facilities for clinical experiences with other rehabilitation professionals. The university will utilize and build on these resources to fulfill the required clinical education experiences for the OTD program.

- Creates a graduate degree with a curriculum that addresses rehabilitative health needs across the lifespan and supports evidence-based practice and life-long learning.

Courses within the curriculum will address assessment and provision of care for patients across the entire lifespan. Opportunities for collaboration in academic settings, clinical practice and scholarship are available throughout the curriculum. Content regarding literature review and assessment of evidence for clinical practice will be included. In addition, emphasis will be placed on establishing a platform for professional development of students within the program which will extend throughout their careers.

I. Institutional Capacity to Deliver Proposed Academic Program

The capacity of the university, college, and department to deliver the proposed OTD program within existing and projected resources is positive based on both external and internal data. Externally, three sources of data support enrollment capacity and sustainability: (1) student interest survey data in which 73% indicated interest in an OTD program if offered at ETSU; (2) employer survey data in which 78% agreed there is a need for an OT program in the region that offered a public option; and (3) Burning Glass data regarding low competitive saturation for the OTD and growing regional and national demand for occupational therapists. The program will be located in the Department of Rehabilitative Sciences, which includes a new undergraduate degree in rehabilitative health sciences (RHSC). Similar to the RHSC degree program implemented in Fall 2018, we will implement recruitment strategies that are comprehensive, aggressive, meaningful, and relevant to the targeted populations (high school students, community college transfers and degree completion students, and previously enrolled adult learners). Additionally, our recruitment plan will market to and recruit from a minority population and individuals located within medically underserved communities. Data from our first year of the RHSC program indicate that our recruitment strategies have been highly successful. We predicted an enrollment of 26 students in Year 1 and by the end of the academic year we had exceeded that by 142% with 63 students. It is therefore projected that the proposed OTD program will have a positive net gain on overall

enrollment at the institution. The proposed program will bring in undergraduate students (freshman and transfers), who may not otherwise attend ETSU to complete their undergraduate degree and apply for admission to the OTD program. In addition, we anticipate that students who receive their undergraduate degrees at other institutions will apply for admission to the OTD program at ETSU. Students in good standing in the RHSC program will have the opportunity for early acceptance to secure a seat in the OTD program, thereby incentivizing incoming freshman and transfer students to enroll at the institution as undergraduates.

Internally, the college has institutional capacity to deliver the proposed OTD program with the required instructional capacity and student support. Tuition and health science fee revenue plus institutional reallocation funded from the college's carryover and contingent funding will support implementation of the program in hiring the required faculty. Additionally, existing faculty within the RHSC program and some shared curriculum with Physical Therapy will provide additional instructional support and capacity to deliver the OTD program.

J. Need for Program: Feasibility Study

Student Interest To gauge the student interest at ETSU for a proposed OTD program, a student survey was sent to over 1,000 ETSU undergraduate students (1,069 ETSU undergraduate students in Pre-PT, Pre-OT, Pre-CDIS, Allied Health, and Rehab Sciences, in addition to students in Psych, Human Services, Pre-Health, Exercise Science, and Public Health). A summary of the results are included in Appendix C (pp. 22-24) and presented below:

- A total of 171 student responses were received. The majority of respondents were seniors (32%) followed closely by juniors (30%).
- 87% of students who answered the survey indicated "definite" interest in pursuing a graduate degree in a healthcare field. Of those respondents, 73% indicated interest in an OTD program if offered at ETSU. Only 10% were "definitely not" interested in an OTD program.
- 88% of respondents expressed a definite preference of a public option over a private option for graduate school because of lower tuition rates.
- 79% of students expressed interest in applying to an OTD program with emphasis in interprofessional education (IPE) and opportunities to learn with students enrolled in other health care programs such as medicine, nursing, pharmacy, PT, SLP, etc.
- 81% of students reported interest in matriculating into the OTD program if they were not accepted into their first degree of choice.

The student survey results confirm strong ETSU student interest in this program of study. These data results are commensurate with information from AOTA which indicates that Occupational Therapy is a popular graduate program that attracts

more applicants than available seats with a national acceptance rate, in OTD programs, of approximately 18% among qualified applicants.

Local and
Regional
Need/Demand

Regional demand for Occupational Therapists is higher than the national average. As indicated in the Burning Glass report (Appendix B, pp. 18-21), a 32% projected employment growth increase is expected in the four state region of TN, NC, VA, and KY between 2018 and 2026.

Corroborating the data from Burning Glass, data from the Bureau of Labor Statistics also indicate a regional increased job projection. Additionally, location quotients provide relevant employment information. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. According to the BLS, the location quotient for the states of Tennessee and surrounding states are less than one, indicating the occupation is less prevalent in the area than the national average. Of particular note is that the bordering states' average in the region (TN, VA, NC, SC, GA, AL and KY) is .77, which is well below the national average.

[https://www.bls.gov/oes/current/oes291122.htm#\(9\)](https://www.bls.gov/oes/current/oes291122.htm#(9))

The OT programs in ETSU's region appear to have acceptance rates similar to the national average based on information posted on their web sites. Additionally, OT programs in closest proximity to ETSU, per their website, have a 100% job placement rate at the time of graduation. Increased regional need indicates there is an increased demand for OTD students who are qualified to meet that need.

The aggregate program data indicate that the trends in enrollment continue to increase from year to year. These trends are expected to continue to rise.

Letters of support for the proposed OTD program from employers in our region are included in Appendix D (pp. 28-34). These letters support the need for an additional OTD program that offers an affordable public option and incorporates the core competencies of interprofessional education and collaborative practice.

Employer Need
and Demand

Workforce Analysis

According to the Bureau of Labor Statistics (BLS), the employment of occupational therapists is projected to grow 24 percent from 2016 to 2026, nearly four times the national average growth rate of 7%. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer's disease, cerebral palsy, autism, or the loss of a limb.

<https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

Future Workforce Projections

Occupational therapy remains a high-demand profession, in Tennessee and nationally. The job growth in Tennessee is projected to increase 24.2% between 2016-2026. As noted on pp. 13-14, there are only two OTD programs in TN; only one of which is a public university. Therefore, there is not enough public institution participation to meet the market demand in Tennessee or nationally.

Employer Survey

A survey was sent to 97 regional employers in a variety of clinical settings (outpatient and inpatient rehabilitation clinics; acute care; skilled nursing facilities, and pediatric clinics) within 100 miles. A summary of the results are included in Appendix C (pp. 25-27) and are presented below:

- 19 employer responses were received, which was a 19.6% response rate.
- 50% of respondents agreed that there is shortage of OTD in the region, with an additional 22% that said “I don’t know.”
- 78% of regional employers agreed with the need for an OT program in the region that offered a public option with lower tuition.
- 60% agreed with the need for an OT program with an emphasis on interprofessional education and practice (IPE/IPP).
- Only 22% of employers strongly agree that OT graduates are entering the field prepared to practice with team-based care/interprofessionally.
- 44% of regional employers were already prepared to consider providing fieldwork opportunities for ETSU OTD students.

Below is a list of regional employers who have provided letters of support for the proposed OTD program (see Appendix D, pp. 28-34).

Company	Official	Official Title
Holston Medical Group	Dr. Alan Meade	Director of Rehabilitation Services
Ballad Health	Ms. Tammy Martin	Corporate Director of Outpatient Services
Quillen Rehabilitation	Mr. Jeff Robinette	Director of Therapy Operations
NHC	Ms. Suzanne Lawrence	NHC Healthcare Recruiter
Ashe Memorial Hospital	Mr. Steve Cornett	Education Coordinator

Overall, survey reports from local employers indicate not only the support of an additional program but also an increased support in a program that offers a public option with an emphasis in interprofessional practice and team-based care.

Future Sustainable Need and Demand

Two aspects of the proposed program support the future sustainable need and demand for graduates of this program. One aspect is related to the changing demographics. A second aspect is related to the innovative curriculum of the proposed program that focuses on interprofessional practice with physical therapy

and medicine, as well as the university's emphasis on interprofessional education with all health science programs. Each of these aspects is described below:

Changing Demographics: With the aging of the population in Tennessee and the nation, there is a growing need for Occupational Therapists to respond to the healthcare needs of an older population, individuals with neurologic diseases and illnesses, and chronic conditions to help individuals live as full a life as possible within their environments (home, work, school, community).

Innovative Curriculum: Healthcare systems are changing and the healthcare professionals of the future will need to function as part of an interprofessional team. This proposed degree fosters the application of the four core competencies of interprofessional collaborative practice (roles and responsibilities of health professions, teams and teamwork, ethics, and interprofessional communication). These core competencies are emphasized within ETSU's Interprofessional Education Program, which includes graduate programs from all of the five health science colleges (Clinical and Rehabilitative Health Sciences, Medicine, Nursing, Pharmacy, and Public Health). ETSU is nationally recognized for its IPE Program and recently received the 2018 U.S. Public Health Services Award in Washington, DC from the Interprofessional Education Collaborative (IPEC).

Finally, the Burning Glass report's key findings and program demand forecast for the OTD in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed OTD program (Appendix B, pp. 18-21).

- **Student interest and demand is growing with regional conferral volumes increasing 227% between 2013 and 2017.** In order to meet the region's 32% projected employment growth between 2018-2026, an additional 28 graduates are needed in this area each year. Therefore, regional and national trends suggest that a new OTD program is sustainable and needed to meet the increasing market demand. OTD graduates will meet a positive labor market outlook over the next 10 years. ETSU projects to graduate 23 students per year, which exceeds the minimum of three per year for doctoral programs.
- **Competitive saturation is low for the OTD.** ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only one to offer the degree with other established rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health. Only two institutions in Tennessee offer a doctorate in occupational therapy: University of Tennessee at Chattanooga and Belmont University. Of these only UT-C is a public institution. Trends in the current competitor market indicate a need for a public and more affordable option for students. The 2018-2019 tuition for the OTD program at Belmont is \$38,840 per academic year.

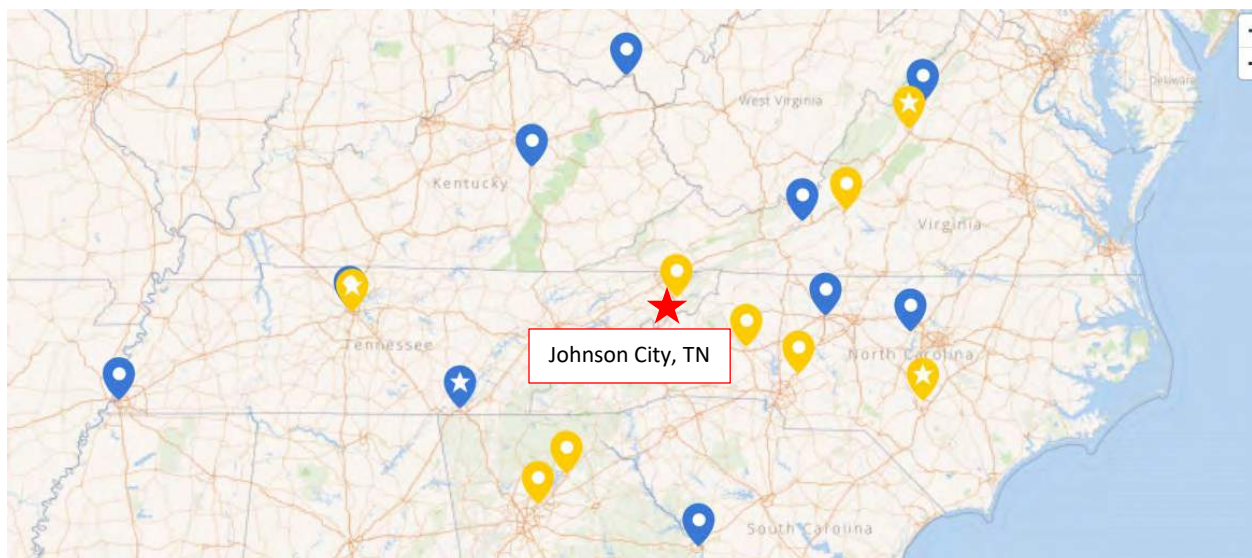
K. Existing Programs Offered at Public and Private Tennessee Institutions

There are six occupational therapy programs within the state of Tennessee: four private and two public programs. Of these, only two offer the OTD: One is private (Belmont University) and one is public (UT-Chattanooga). These programs are listed in the table below.

Institution	Program	Concentration(s)	CIP Code
Milligan College	OT – MS	None	51.2306
UT-Chattanooga	OTD	None	51.2306
Belmont University	OT - MS	None	51.2306
Belmont University	OTD	None	51.2306
Tennessee State University	OT - MS	None	51.2306
UT-Health Sciences Center	OT - MS	None	51.2306

As of May 02, 2019, the American Occupational Therapy Association (<https://www.aota.org/>) reported that there are currently 30 accredited Occupational Therapy Doctorate (OTD) programs across the United States. Of these programs, approximately six are in the southeast. As noted in Section G, there are currently 174 master’s (MS) level occupational therapy programs across the United States with 70 of those transitioning to a doctoral level. At this time, it is unknown if the current master’s level occupational therapy programs in Tennessee plan to transition to an entry-level doctorate or remain at the master’s level over the long-term. However, based on the recent decision by AOTA (as noted in Section G) and informal conversations with colleagues throughout the state, it is unlikely that Tennessee State University, University of Tennessee for the Health Sciences, or Milligan College plan to make this transition to a doctoral level program within the next several years.

The figure below plots the location of all occupational therapy programs in the surrounding 250 miles from Johnson City, Tennessee. The yellow icons indicate private universities, and the blue icons indicate public universities. The star icons represent OTD programs, and the circles represent MS programs.



These data clearly demonstrate that a public OTD option is currently not available in the Northeast Tennessee area. The closest public OTD option (UT Chattanooga) is over 200 miles away. There are Master level programs nearer, but they are at private institutions. An OTD program at ETSU would be well placed, given the high demand for public OTD programs and limited supply in the area. Therefore, it seems to be an opportune time for ETSU to develop an OTD program to meet a growing need in the region.

L. Program Costs and Revenues

The following section provides details on program cost and revenue for the proposed OTD program at East Tennessee State University (see attached THEC Financial Projection Form). As a doctoral program, a planning year and seven-year implementation projections are calculated with a 3% annual increase where appropriate. Expenses will begin in the planning year with the addition of a Program Director, one Faculty member, equipment, and other expenses associated with the accreditation process (i.e., consultant pay and travel reimbursement). Tuition and fee revenue will begin in year one depending the implementation of the accreditation process. Institutional reallocations will be necessary in the planning year and first two years of implementation and will be funded from the College of Clinical and Rehabilitative Health Sciences' carryover and contingent funding. There will be no federal grants, private grants, nor gifted funds for the establishment of this doctoral program. As can be seen from the subsequent data, the proposed OTD program will have revenue that exceeds expenditures by the third year.

Expenses

One-Time Expenditures		
Item	State reason for expenditure	Total Expenditure
New/Renovated Space	NA	NA
Equipment	Initial funds will be used to purchase equipment necessary for the OTD program such as durable medical equipment, positioners for rehabilitation, aids for daily living, etc.	\$100,000
Library	Library will review and an appendix will be included in the NAPP for Library Resources.	TBD
Consultants	Two consultants for external review for at least two days	\$9,000 includes compensation/travel/hotel/meals
Other (specify)	NA	NA
TOTAL	One-time Expenditures	\$109,000
Recurring Expenditures		
Item		Total for Planning Year +7 Years
Administration Salary	Program Director will be hired in Y1 at \$110,000 annual salary at a 3% increase	\$978,157
Administration Benefits	Program Director \$34,350 annual benefits in Year 1 with a 3% increase	\$305,452
Faculty Salaries	1 Faculty starting each year (Y1-Y4) for a total of 4 Faculty. Faculty annual salary of \$85,000 at a 3% increase	\$2,365,749
Faculty Benefits	Faculty benefits will be \$29,350 annually , increased 3 % each year	\$816,879
Support Staff Salary	NA	NA

Support Staff Benefits	NA	NA
Graduate Assistants	Graduate Assistant will begin in Y1 at \$7800 annual salary (9 months). Graduate Assistants receive tuition waivers.	\$186,233
Operating (travel, accreditation dues, rent, university administration, supplies)	Travel: \$6000 in Y1 and \$10,000 for subsequent years Accreditation Dues: \$4500 annually; Space: Rent 6000 SQFT/\$18 starting in Y2 with 3% increase; University Administration: Starting in Y2 at 30% of Total Program Revenue; Supplies: Starting in Y2 at \$25,000 annually	\$3,541,740
TOTAL	Reoccurring Expenditures	\$8,194,210
TOTAL	One-time & Reoccurring Expenditures	\$8,303,210

Projected Enrollments

Enrollment is based on an initial cohort of 24 full-time students. The projected number of graduates is 23, which assumes a 95% retention rate (5% attrition rate) from the first year of the program to the third year.

Projected Enrollment (Full-time students)						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
24	47	68	68	68	68	68

Revenues

Item		Total Revenue for 7 Years
Tuition and Fees	Totaled tuition and fees over 7 years with 3% annual increase	\$8,366,451
Institutional Reallocations	Institutional Reallocations will be needed in the planning year and years one and two only of program implementation, provided by the ETSU College of Clinical and Rehabilitative Health Science	\$ (63,241)
Grants	NA	NA
TOTAL	Revenues	\$8,303,210

Expenditure/Revenue Summary

Year	Expenditure	Revenue
Planning Year 1	\$72,175	\$72,175
Planning Year 2	\$1,831,025	\$1,831,025
1	\$665,339	\$687,495
2	\$904,689	\$904,689
3	\$1,272,242	\$1,272,242
4	\$1,309,589	\$1,309,589
5	\$1,348,113	\$1,348,113
6	\$1,387,852	\$1,387,852
7	\$1,428,833	\$1,428,833

Appendix A: ETSU LON for Establishing New Program



East Tennessee State University
Office of the President

PO Box 70734 Johnson City, TN 37614-1710 | P 423-439-4211 | F 423-438-4004

April 29, 2019

Mr. Mike Krause
Executive Director
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

Dear Mr. Krause:

In accordance with THEC Policy A1.0, I am submitting a Letter of Notification for establishing a Doctor of Occupational Therapy (OTD) degree at ETSU. The Accreditation Council for Occupational Therapy Education (ACOTE) has recently recommended the entry-level degree for occupational therapy education be elevated to the doctorate level. They have proposed a mandate that all programs offering a degree in occupational therapy will be at the doctorate level by 2027.

The ETSU Board of Trustees approved the letter of notification and financial projections (attached) at its April 26, 2019 board meeting. The LON addresses the criteria for review as outlined Sections 1.0.2A1 and 1.0.2A2.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Noland".

Brian Noland
President

cc: Betty Dandridge Johnson, THEC Chief Academic Officer
Wilsie S. Bishop, ETSU Senior Vice President for Academics/Interim Provost
Donald A. Samples, ETSU Dean, College of Clinical & Rehabilitative Health Sciences

Appendix B: ACOTE Accreditation Candidacy Timeline

2023/2024

OT DOCTORAL LEVEL APPLICANT PROGRAM

NAME OF PROGRAM: EAST TENNESSEE STATE UNIVERSITY (OTD)

CITY, STATE: Johnson City, Tennessee

LEVEL OF PROGRAM: Entry-Level Doctoral Degree

Letter of Intent Received: November 26, 2018

Candidacy Application Due: April 15, 2021*

ACOTE CANDIDACY DECISION: August 2021 (2020/2021)

If Candidacy Status is Granted:

Students may be notified of acceptance into the Program: August 2021

First Class Starts: January 2022

Initial Report of Self-Study due: July 3, 2023

ACOTE PREACCREDITATION DECISION: December 2023 (2023/2024)

First class begins Level II Fieldwork: January 2024

Initial on-site evaluation: April-July 2024

ACOTE ACCREDITATION DECISION: August 2024 (2023/2024)

First class begins OTD capstone: August 2024

First class graduates: December 2024

NBCOT Certification Examination: 2024

**Requested April 15, 2020 waiting list.*

F:\CCRHS\ACADEMIC PROGRAMS_THEOTD\ACOTE ACCREDITATION\APPROX.EAST TENNESSEE STATE OTD.DOCX

01/21/19

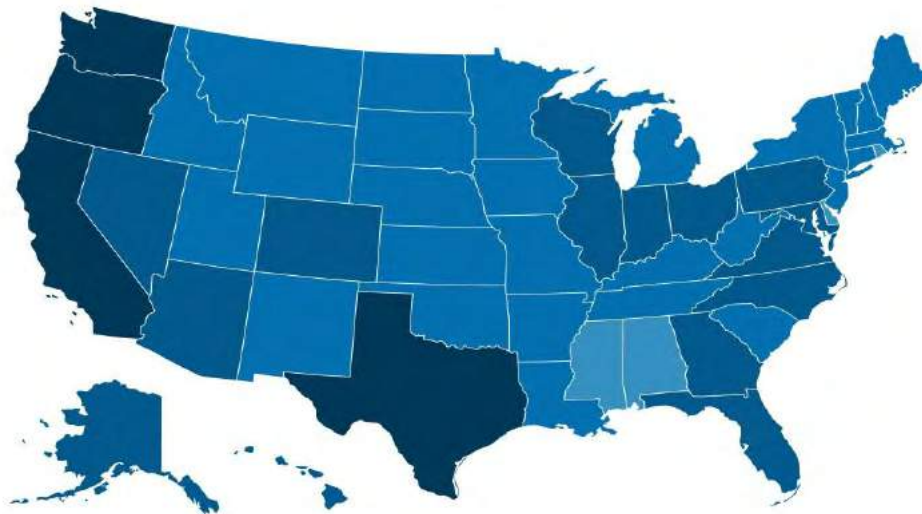
Appendix C: Burning Glass Report

Data from Burning Glass Technologies (an analytics software company that provides real-time data on labor market trends), was obtained for the OTD in a four state region that includes Tennessee, North Carolina, Virginia, and Kentucky. The following is a summary of the employment potential, competitive landscape, market alignment, and key competencies for the Doctorate in Occupational Therapy. Data from each of these areas are summarized in the sections below.

<p>Employment Potential</p>	<p>Review of data from November 2017 – October 2018 indicates that the number of occupational therapy jobs is expected to grow over the next 8 years in the southeast region of the U.S., including the four states of Tennessee, North Carolina, Kentucky, and Virginia. Demonstration of the growth potential for this region is evident when comparing the benchmark of $\geq 1.0\%$ for employment growth to the projection for this region. Reports from Burning Glass indicate a 32% projected employment growth increase in the four state region of TN, NC, VA, and KY between 2018 and 2026, at which point growth will start leveling off (see figure below). Projected average salaries of occupational therapy graduates are well above the average living wage for these same states, which will assist with economic development in the region.</p> <div data-bbox="418 913 1417 1608" data-label="Figure"> <table border="1"> <caption>Employment Trend, KY, NC, TN, VA</caption> <thead> <tr> <th>Year</th> <th>Employment Figure</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>8,000</td> </tr> <tr> <td>2014</td> <td>9,400</td> </tr> <tr> <td>2016</td> <td>10,100</td> </tr> <tr> <td>2018</td> <td>10,100</td> </tr> <tr> <td>2020</td> <td>11,000</td> </tr> <tr> <td>2022</td> <td>11,900</td> </tr> <tr> <td>2024</td> <td>12,800</td> </tr> <tr> <td>2026</td> <td>13,300</td> </tr> </tbody> </table> </div> <p>One of the states with the top 10 job posting demands for this profession is North Carolina, which is a neighboring state to Tennessee whose western border is less than 50 miles from ETSU.</p> <p>Corroborating the data from Burning Glass, data from the Bureau of Labor Statistics (BLS) also indicate a regional increased job projection. Additionally, location quotients provide relevant employment information. The location quotient is the</p>	Year	Employment Figure	2012	8,000	2014	9,400	2016	10,100	2018	10,100	2020	11,000	2022	11,900	2024	12,800	2026	13,300
Year	Employment Figure																		
2012	8,000																		
2014	9,400																		
2016	10,100																		
2018	10,100																		
2020	11,000																		
2022	11,900																		
2024	12,800																		
2026	13,300																		

ratio of the area concentration of occupational employment to the national average concentration. According to the BLS, the location quotient for the states of Tennessee and surrounding states are less than one, indicating the occupation is less prevalent in the area than the national average. Of particular note is that the bordering states' average in the region (TN, VA, NC, SC, GA, AL and KY) is .77, well below the national average. [https://www.bls.gov/oes/current/oes291122.htm#\(9\)](https://www.bls.gov/oes/current/oes291122.htm#(9))

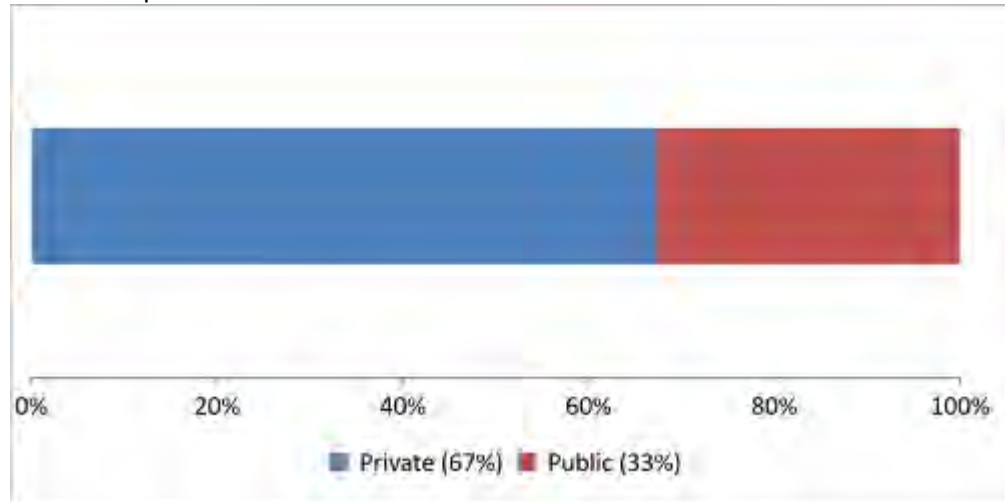
These projections clearly indicate that this is the time for ETSU to enter the market. Primary analysis further shows that NC is one of the top 10 locations for demand for OT services, which is in our region. Additionally, several states in the southeast (VA, NC, GA, and FL) are high demand states as shown in the dark blue states on the map below. These data indicate that there is an increased demand in the local and southeastern U.S. market that ETSU can supply and also be a player in the national market as well.



Regionally, Burning Glass data indicate the market share of current OTD programs are located in private institutions (67%). Thus, it is no surprise that a public option would be of benefit regionally. Given recent changes in AOTA's recommendation regarding dual point of entry to the profession, and only two OTD programs in TN, there is a critical need for OTD programs. It is unclear how many existing master's level programs in TN will make that transition or choose not to offer the degree anymore. Therefore it is timely and advantageous for ETSU to get into this market.

Competitive Landscape

Student interest and demand are growing with regional conferral volumes increasing 227% between 2013 and 2017. According to Burning Glass, 95 OTD degree conferrals were made in 2017 in the four state region, of which only 31 were from public institutions.



Institution Type	Conferrals (2017)	Market Share (%)
Private	64	67.37%
Public	31	32.63%
<i>Total</i>	95	100%

These data indicate there is not enough public institution participation to meet the market demand. Based on labor market needs, a public option is greatly needed to accommodate the increased demand for OTD graduates in the region. Public offerings should be at least 50% in order to meet the projected 32% projected employment growth for the region. This translates to about 28 additional graduates needed in this region each year to supply the demand for OT services.

ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only to offer the degree with other established rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health. Only two institutions in Tennessee offer a doctorate in occupational therapy: University of Tennessee at Chattanooga and Belmont University. Of these, only UT-C is a public institution. Trends in the current competitor market indicate a need for a public and more affordable option for students. The 2018-2019 tuition for the OTD program at Belmont is \$38,840 per academic year.

Market Alignment	One of the states with the top 10 job posting demands for this profession is North Carolina, which borders Tennessee and is in close proximity of ETSU. As a Locally Governed Institution, ETSU is in the best position to impact the regional market and access the North Carolina market. Burning Glass identified the University of North Carolina-Chapel Hill as a top 10 national OTD program. ETSU is positioned to be a top competitor given our lower tuition and focus on interprofessional education and collaborative practice.
Key Competencies	According to the Burning Glass report, employers in Tennessee and the four-state region are seeking qualified occupational therapists with the key competencies of teamwork/collaboration, communication skills, and the ability to build effective relationships. ETSU has a competitive advantage over other programs with our established and nationally recognized IPE Program that is based on the Interprofessional Education Collaborative's four core competencies, which include teams and teamwork, interprofessional communication, roles and responsibilities, and values and ethics.

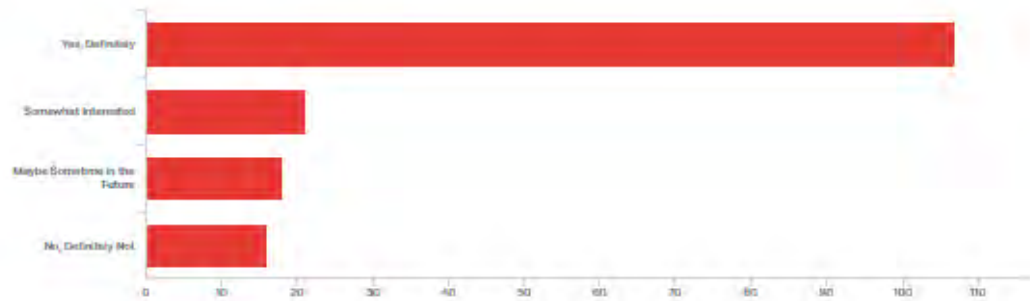
In summary, the key findings and program demand forecast for the OTD in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed OTD program.

- **Student interest and demand is growing.** Between 2013 and 2017, regional degree conferrals increased 227%. OTD graduates will meet a positive labor market outlook over the next 10 years.
- **Competitive saturation is low for the OTD.** ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only one to offer the degree with other established rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health. Only two institutions in Tennessee offer a doctorate in occupational therapy: University of Tennessee at Chattanooga and Belmont University. Of these only UT-C is a public institution. Trends in the current competitor market indicate a need for a public and more affordable option for students. The 2018-2019 tuition for the OTD program at Belmont is \$38,840 per academic year.

Appendix D: Surveys

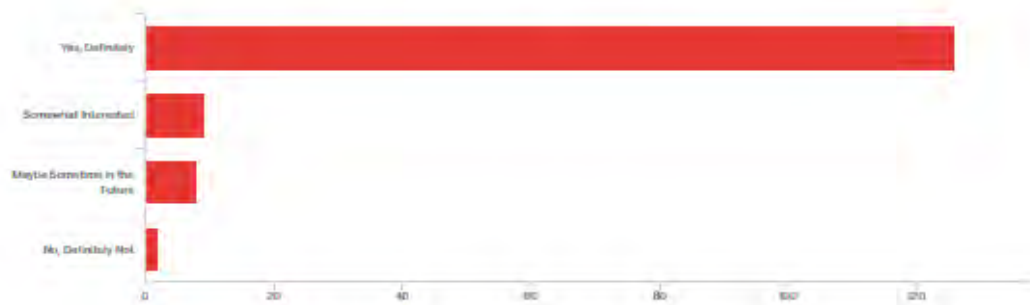
Students

Q3 - I am interested in pursuing a graduate degree.



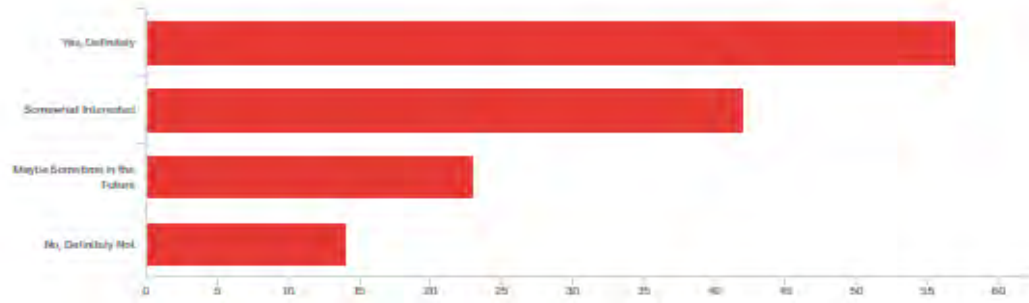
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in pursuing a graduate degree.	1.00	4.00	1.65	1.02	1.04	162

Q4 - I am interested in pursuing a graduate degree in a healthcare related field.



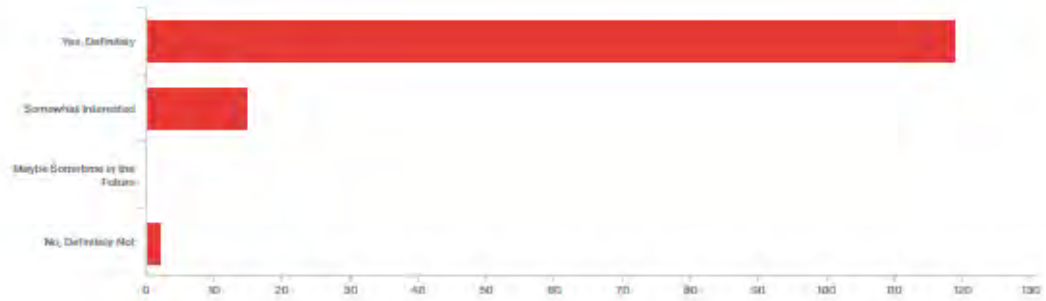
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in pursuing a graduate degree in a healthcare related field.	1.00	4.00	1.21	0.60	0.36	145

Q5 - I would be interested in an OTD program if offered at ETSU.



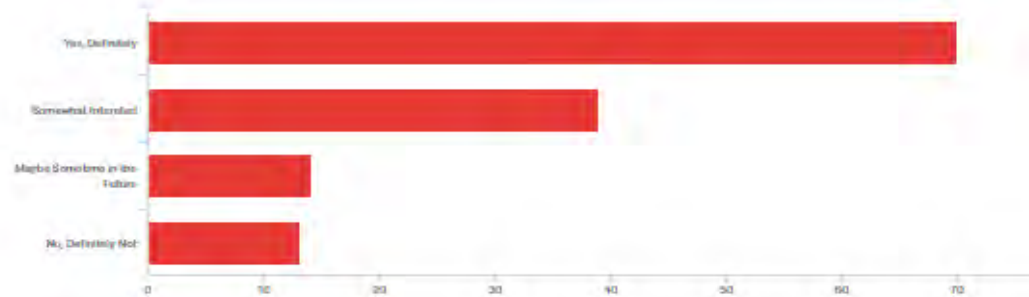
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would be interested in an OTD program if offered at ETSU.	1.00	4.00	1.96	1.00	1.00	136

Q6 - I would prefer to attend a public university rather than a private university because of lower tuition.



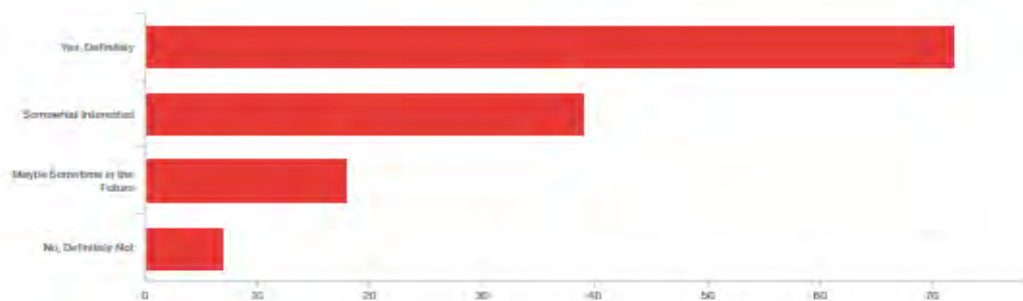
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would prefer to attend a public university rather than a private university because of lower tuition.	1.00	4.00	1.15	0.47	0.22	136

Q7 - I am interested in applying to an OTD program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, SLP, etc.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
†	I am interested in applying to an OTD program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, SLP, etc.)	1.00	4.00	1.78	0.98	0.95	136

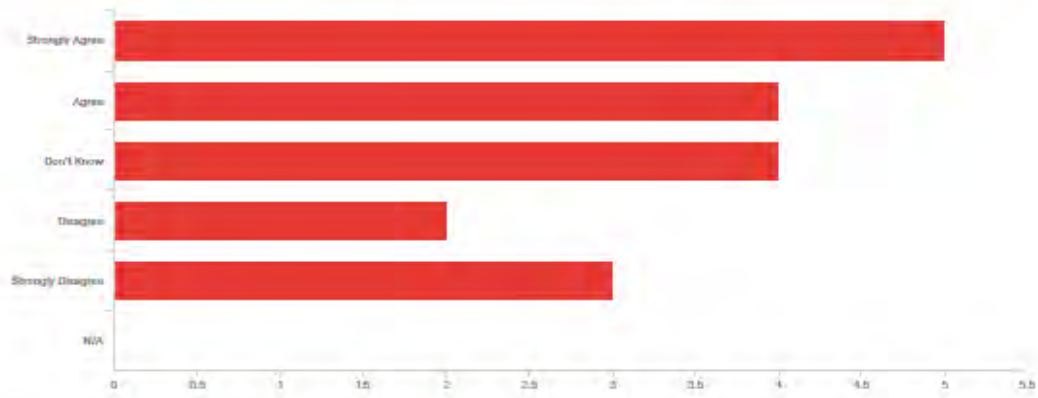
Q8 - I would be interested in an OTD program if I didn't get accepted into my first choice degree program (e.g., DPT, SLP, AuD, etc.).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
†	I would be interested in an OTD program if I didn't get accepted into my first choice degree program (e.g., DPT, SLP, AuD, etc.).	1.00	4.00	1.71	0.88	0.78	136

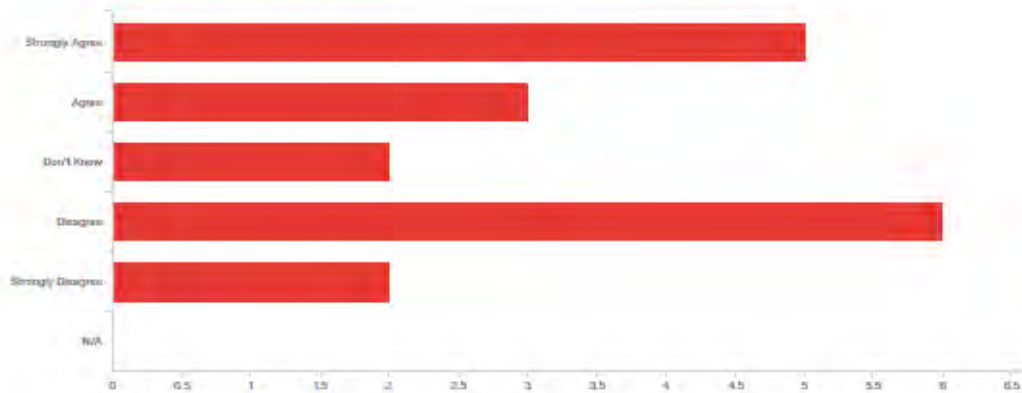
Employer Survey

Q2 - There is a shortage of licensed OTD's in the state or region.



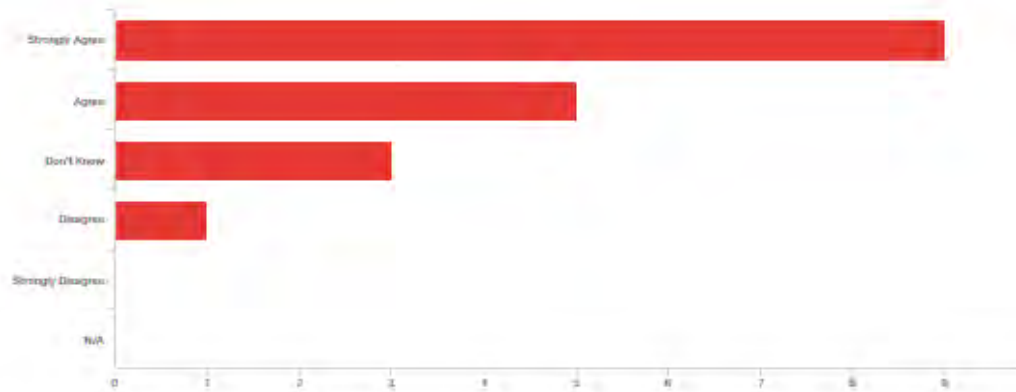
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a shortage of licensed OTD's in the state or region.	1.00	5.00	2.67	1.41	2.00	18

Q3 - There is a need for an additional OTD program in the region.



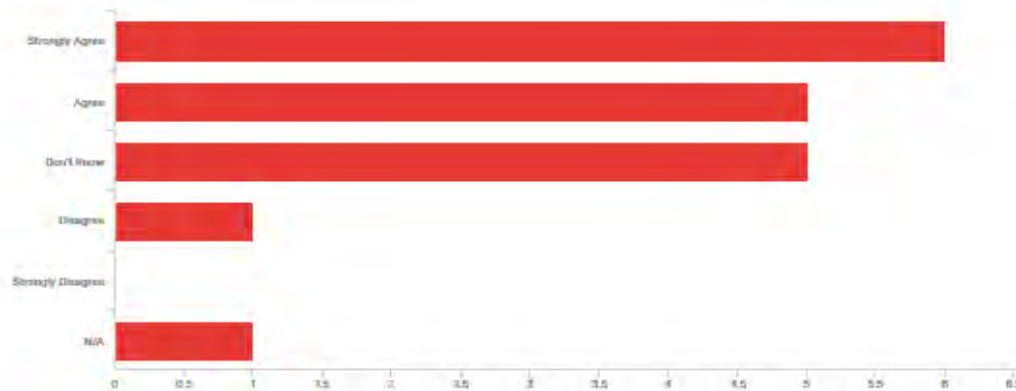
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for an additional OTD program in the region.	1.00	5.00	2.83	1.42	2.03	18

Q4 - There is a need for an OT program in the region from a public institution that has lower tuition.



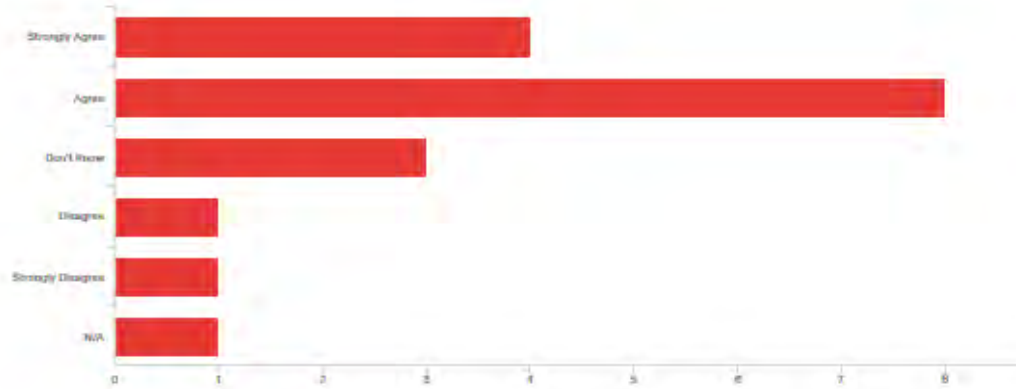
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for an OT program in the region from a public institution that has lower tuition.	1.00	4.00	1.78	0.92	0.84	18

Q5 - There is a need for an OT program that emphasizes interprofessional education and practice (IPE/IPP).



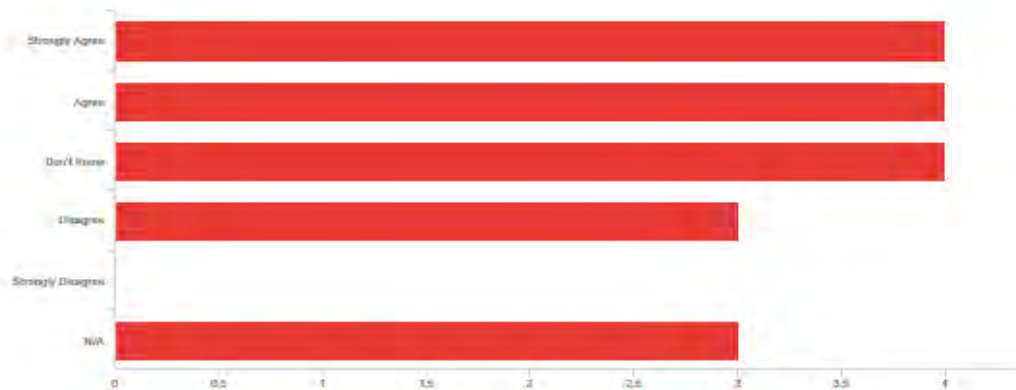
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for an OT program that emphasizes interprofessional education and practice (IPE/IPP).	1.00	6.00	2.28	1.28	1.65	18

Q6 - OT graduates are entering the field prepared to practice with team-based care (interprofessionally).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	OT graduates are entering the field prepared to practice with team-based care (interprofessionally).	1.00	6.00	2.44	1.34	1.80	18

Q7 - I would consider offering fieldwork opportunities if ETSU developed an OTD program.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would consider offering fieldwork opportunities if ETSU developed an OTD program.	1.00	6.00	3.00	1.67	2.78	18

Appendix E: Letters of Support

Dr. Alan Meade: Director of Rehabilitation Services, Holston Medical Group

Ms. Tammy Martin: Corporate Director of Outpatient Services, Ballad Health

Ms. Suzanne Lawrence, NHC Healthcare Recruiter

Mr. Jeff Robinette, Director of Therapy Operations, Case Management, Quillen Rehabilitation Hospital

Mr. Steve Cornett, Education Coordinator, Ashe Memorial Hospital



4205 Hillsboro Road, Suite 317
Nashville, Tennessee 37215
615/269-5312
FAX: 615/297-5852
Email: tpta@tptatn.com

Dr. Don Samples, EdD, RRT, RPSGT
Dean and Professor
College of Clinical and Rehabilitative Health Sciences
East Tennessee State University
P. O. Box 70282
Johnson City, TN. 37614

Dear Dr. Samples:

On behalf of Holston Medical Group of the Tri-Cities, TN region as well as the Tennessee Physical Therapy Association, I would like to take this opportunity to lend my complete support for the potential new program of the Occupational Therapy Doctorate (OTD) and the Prosthetics & Orthotics program at East Tennessee State University. Wow, what a tremendous compliment to add to the College of Clinical and Rehabilitative Health Sciences that essentially completes the overall picture of all rehabilitative health science disciplines being represented in this entire community.

In my opinion, the two programs would certainly prepare students for entrance into two distinct, needed professional health care degrees in clinical areas such as Occupational Therapy and in Prosthetics/Orthotics for our community. The degrees for both would be labeled at the highest level of each of those disciplines. I am aware that Milligan College has the Master's Degree in Occupational Therapy (MSOT), but this is a private college. For ETSU to offer a Doctoral Degree in Occupational therapy, I believe it would be more cost effective and affordable for students to pursue this profession at a State College. It behooves ETSU to bring these programs on board that would certainly complement what is currently being provided at CCRHS in physical therapy, speech-language pathology, audiology, social work, and many others. I believe it would also provide students an opportunity to make decisions as to whether they would like to work in the different aspects of Occupational Therapy, whether that would be in the area of Hands/Upper Extremity/Orthopedics, or in Neurological Adults/Pediatrics, or in Geriatrics, or in the Psychology realm. The need is certainly there. As a Director of Rehab Services for a Multidisciplinary Physician Group, we are in need of OTs in our Rehab Clinics as we find them extremely valuable to the Rehab Team. The programs would provide students an opportunity to choose from two of the most interesting health care fields of choice.

I am also very much in favor of supporting a Prosthetics/Orthotics Program to this community as we do not have one close to the area. This would be a first for our area and that's exciting. I could certainly imagine the current clinics in our community working ever so closely and collaboratively with Prosthetist and Orthotist clinicians to enhance the care of patients in need of these services. Employment of orthotists and prosthetists is projected to grow 22% from 2016 to 2026, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,700 new jobs over the 10-year period. It is interesting to find that there are few states that have the Practitioner Programs. They have one

school in their states, except in Texas and California who has two programs. Tennessee does not have a program currently at all and this would be a first for our State. The large baby boom population is aging, and O & Ps will be needed because both diabetes and cardiovascular disease, two leading causes of limb loss, are more common among older people.

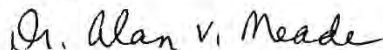
The OTD and P & O Programs would prepare students entering a specific field that is currently in need not only in the U.S., but definitely in our community. These particular two areas are a “must,” because they belong in the traditional Medical Model and complete the Rehabilitation Team.

The programs would prepare potential healthcare professionals for patient interviews, a significant variety of treatment procedures and protocols in each discipline; provide the clinician with the foundation of technology and science behind each discipline. It will provide each person the knowledge of specific clinical work and also the quality and productivity standards behind each health care discipline.

The programs will provide a valuable addition and will complete the Rehabilitative Team of Providers in the College of Clinical Rehabilitative Health Sciences. As part of the Adjunct Faculty at ETSU in the Doctor of Physical Therapy Program, as well as the Chapter President of the Tennessee Physical Therapy Association, I am extremely excited about this opportunity as I believe it will serve to provide the education and preparation for those who are choosing clinical and rehabilitative positions and careers in Occupational Therapy and in Prosthetics/Orthotics for not only in our area, but also across the U.S.

If I can be of further assistance in this matter, please do not hesitate to contact me. Thank you for allowing me to comment on this great opportunity for ETSU.

Sincerely,



Dr. Alan V. Meade, PT, DScPT, MPH
Director of Rehabilitation Services at HMG
Chapter President—Tennessee Physical Therapy Association
Adjunct Faculty in the ETSU DPT Program
Work Phone: 423-578-1562
alan.meade@myhmg.com
almeadep@charter.net



December 11, 2018

Dear Dean Samples,

I am writing to show my support for the College of Clinical & Rehabilitative Health Sciences' new Occupational Therapy program at East Tennessee State University. As the Director of Outpatient Services at large not-for-profit health care company that operates hospitals, outpatient therapy clinics and serves communities in northeast TN, southwest VA, southeastern KY, and western NC, I can attest to the need for qualified occupational therapists throughout our service region. In particular, there is a need for a "collaborative practice-ready" health workforce who are prepared to respond to local health needs. With ETSU's emphasis on interprofessional education and interprofessional collaborative practice, I know students graduating from an occupational therapy program there will have the critical interprofessional education and training that is essential to achieve our public health goals in the central Appalachian region.

ETSU has my full support with their efforts to create a clinical doctorate program in occupational therapy (OTD). I believe providing students affordable education and clinical practice within an interprofessional program will have a positive impact on the rehabilitative health landscape of our region, state, and nation.

Please contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads "Tammy J. Martin".

Tammy J. Martin
Corporate Director, Outpatient Services
Ballad Health
423-431-6958



Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work for National Healthcare Corporation (NHC) and have the pleasure of working with a variety of health care professions, particularly rehabilitation professions, including OT. The interprofessional education at ETSU is without equal in this region, as evidenced by the students that have rotated through our clinics. Students from the proposed OT program at ETSU would have opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health. The students graduating from this OTD program would be leaders, not only within the state of TN, but nationally in their efforts to provide interprofessional education and collaborative practice across health care programs.

In conclusion, I fully support ETSU's proposal for an OTD program. My organization has a long and enduring relationship with ETSU students. A new OTD program at ETSU given the institution's focus on interprofessional education would be a great resource for our organization as meet the growing health care needs of this region. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Suzanne Lawrence

Suzanne Lawrence, MA, CCC-SLP
NHC Healthcare Recruiter
865-474-7323
Suzanne.lawrence@nhccare.com

**Quillen
Rehabilitation
Hospital**

a joint venture of
Ballad Health and Encompass Health

2511 Wesley Street
Johnson City, TN 37601

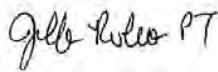
O 423.952.1700
F 423.952.1714
quillenrehabilitationhospital.com

Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work for Encompass Health (formerly HealthSouth) and have the opportunity to work with a number of different health care professions, including OT, for a variety of health conditions. The interprofessional education at ETSU is without equal in this region and beyond, as evidenced by the students that have rotated through our clinics. ETSU students are always well prepared and represent the University with distinction. Students from the proposed OT program at ETSU would have opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health. The students graduating from this OTD program would be leaders, not only within the state of TN, but nationally in their efforts to provide interprofessional education and collaborative practice across health care programs.

In conclusion, I fully support ETSU's proposal for an OTD program. We have a longstanding strong relationship with ETSU students, both undergraduate and graduate students, and find them to be very high quality students in every way. They are the standard-bearers to whom we compare all of our students. A new OTD program with an emphasis on interprofessional education would be a welcome addition to the students we have in our facility. The growing demand for trained interprofessional OT graduates in this area and nationwide necessitates this initiative. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,



Jeff Robinette, PT

Director of Therapy Operations

O: 423-952-1723 F: 423-952-1710

Quillen Rehab Hospital

A Joint Venture of Encompass Health and Ballad Health

2511 Wesley Street

Johnson City, TN 37601



Ashe Memorial Hospital

February 6, 2019

Dr. Don Samples
Dean for the College of Clinical and Rehabilitative Health Sciences
College of Clinical and Rehabilitative Health Sciences
East Tennessee State University
Box 70260, Johnson City, TN 37614

Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work at Ashe Memorial Hospital as the Education Coordinator. In my position, I interact with numerous health care professions, including OT. I understand that interprofessional education at ETSU nationally recognized and will provide students from the proposed OT program at ETSU with opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health.

I fully support ETSU's proposal for an OTD program. Please do not hesitate to contact me if I can be of any further assistance,

Sincerely,

Steve Cornett, RN
Ashe Memorial Hospital
Education Coordinator
336-846-0791

200 Hospital Avenue Jefferson, North Carolina 28640 (336) 846-7101 (336) 846-0746

www.ashememorial.org

**Response to THEC Evaluation of ETSU LON for
Clinical Doctorate in Occupational Therapy
05 June 2019**

Institution: East Tennessee State University **LON Submission Date:** April 30, 2019
Academic Program, Degree Designation: Doctor of Occupational Therapy (OTD)
Proposed CIP Code: 51.2306
CIP Code Title: Occupational Therapy/Therapist
Proposed Implementation Date: Summer 2022
Time Period Posted on Website for Public Comment: May 1-16, 2019

Note: Comments in italics within this document should be addressed.

Overall Comments *Based on ACOTE Accreditation Candidacy Timeline, the projected first OTD class will be January 2022. Will the projected term be January or August and how does this align with the other health science graduate programs?*

Response: Please refer to Section C., pg. 3. The full text response is as follows:
June 2022, depending on accrediting agency review. This start date aligns with other health science graduate programs including the Medical College and a proposed graduate program in orthotics and prosthetics within the Department of Rehabilitative Sciences.

Overall Comments *Page 18-19: Change Local Governing Institution to Locally Governed Institution.*

Response: Please refer to Appendix B., pg. 22. The full text response is as follows:
One of the states with the top 10 job posting demands for this profession is North Carolina, which borders Tennessee and is in close proximity of ETSU. As a Locally Governed Institution, ETSU is in the best position to impact the regional market and access the North Carolina market. Burning Glass identified the University of North Carolina-Chapel Hill as a top 10 national OTD program. ETSU is positioned to be a top competitor given our lower tuition and focus on interprofessional education and collaborative practice.

Background *Please address this section.*
Concerning Program
Development

Response: Please refer to Section F on pp. 3-4. The full text response is as follows:

The College of Clinical and Rehabilitative Health Sciences currently houses the Doctorate of Physical Therapy (DPT) program, the Doctorate of Audiology (AuD) program, and the Master of Science in Speech-Language Pathology program. Developing the Doctorate in Occupational Therapy (OTD) program provides a full complement of rehabilitation programs that can be offered in our college. With the current focus in health care on team-based care and ETSU's emphasis on interprofessional education and collaborative practice, the OTD program adds both breadth and depth to our existing programs and builds on the university's mission to "comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." Additionally, with the newly approved undergraduate program in Rehabilitative Health Sciences, the OTD is a logical extension to our existing programs for those students who are interested in pursuing a graduate degree in one of the rehabilitation professions.

Purpose and Nature of Program *Provide a description of the academic program, the target audience, purpose, and program outcomes.*

Response: Please refer to Section G on pp. 4-5. The full text response is as follows:

The College of Clinical and Rehabilitative Health Sciences proposes to establish a program of study that leads to a clinical doctorate degree in Occupational Therapy (OTD). The American Occupational Therapy Association (AOTA) defines an occupational therapist as a professional who "helps people of all ages participate in things they want and need to do through the therapeutic use of everyday activities (occupations). Unlike other professions, occupational therapy helps people function in their environments (e.g., home, work, school, community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation" (AOTA). The target audience will be traditional undergraduate students located regionally and nationally who are interested in pursuing a graduate degree in occupational therapy.

The proposed OTD program at ETSU will be delivered in a traditional, on-ground format. The curriculum will emphasize in-depth evaluation and intervention skills with a traditional strong focus on disease, body functions and structure while integrating activity limitations, participation restrictions, and contextual factors. The curriculum will be developed on the foundation of the biopsychosocial model and is informed and supported by the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP). Both the ICF and EHP will provide the curriculum with scaffolding for understanding health and health-related domains by considering functioning and disability of an individual, as well as the context and environmental factors that support and hinder participation.

The OTD program will utilize a problem-based learning approach with an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in diverse practice settings that requires collaboration, teamwork, and the ability to break down silos that are prominent in traditional health care curricula.

It is anticipated that the program will include approximately 107 credit hours including didactic and lab coursework, community-based interprofessional practice, fieldwork rotations, and capstone experience in order to meet the following program learning outcomes:

At the conclusion of this degree program, the student will be expected to demonstrate the following:

- Demonstrate entry-level knowledge and competencies, informed by the conceptual framework of the ICF, for practice as an occupational therapist in diverse health delivery systems
- Demonstrate evidence-based evaluation and intervention skills for a diverse and underserved population.
- Engage in interprofessional practice across a variety of health care delivery settings
- Develop essential knowledge and skills to contribute to the advancement of occupational therapy through evidence-based practice and scholarly activities.
- Exhibit fundamental administrative and leadership skills required for the delivery of high quality, cost-effective occupational therapy and related services and to assume leadership roles at the local, national and international levels in occupational therapy, health professions and the community
- Influence policy, interprofessional practice and education by advocating for occupational therapy services for individuals and populations.

In 2017, The Accreditation Council for Occupational Therapy Education (ACOTE) recommended that the entry-level degree for occupational therapy education be elevated to the doctorate level. ACOTE previously mandated that all programs offering a degree in occupational therapy would be at the doctorate level by 2027. However, AOTA overrode ACOTE's decision by voting in April 2019 to support dual entry-level degree levels. Therefore, it remains an institutional prerogative to offer an entry-level master's or doctoral degree in occupational therapy.

As of May 02, 2019, there were 30 accredited OTD programs and 174 accredited master's programs, with 70 of those programs transitioning to the doctoral level.

Less than 20% of the accredited programs in the United States are currently doctoral-level programs. The professional standards set by ACOTE will require graduates at the doctoral level to demonstrate expertise in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and theory development. Graduates must also complete a capstone project with a minimum 14-week experiential component. Doctoral education will best prepare graduates who can demonstrate professional autonomy, implement evidence-based practice, understand care delivery models, and be prepared to meet the future occupational needs of society (ACOTE and AOTA).

The proposed program will offer applicants an option to complete a doctoral degree from a public university, which is more financially feasible for many students in this region. The proposed curriculum includes an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in a field that requires collaboration and teamwork. The projected employment potential for the occupational therapy profession continues to be optimistic with the number of jobs available expected to grow over the next eight years. This proposed program will help to meet those workforce demands with highly-qualified applicants who are well prepared to be autonomous practitioners.

Institutional Capacity *Please address this section.*
to Deliver the

Proposed Academic Program

Response: Please refer to Section I on pp. 9-10. The full text response is as follows:

The capacity of the university, college, and department to deliver the proposed OTD program within existing and projected resources is positive based on both external and internal data. Externally, three sources of data support enrollment capacity and sustainability: (1) student interest survey data in which 73% indicated interest in an OTD program if offered at ETSU; (2) employer survey data in which 78% agreed there is a need for an OT program in the region that offered a public option; and (3) Burning Glass data regarding low competitive saturation for the OTD and growing regional and national demand for occupational therapists. The program will be located in the Department of Rehabilitative Sciences, which includes a new undergraduate degree in rehabilitative health sciences (RHSC). Similar to the RHSC degree program implemented in Fall 2018, we will implement recruitment strategies that are comprehensive, aggressive, meaningful, and relevant to the targeted populations (high school students, community college transfers and degree completion students, and previously enrolled adult learners). Additionally, our recruitment plan will market to and recruit from a minority population and individuals located within medically underserved communities. Data from our first year of the RHSC program indicate that our recruitment strategies have been highly successful. We predicted an enrollment of 26 students in Year 1 and by the end of the academic year we had exceeded that by 142% with 63 students. It is therefore projected that the proposed OTD program will have a positive net gain on overall enrollment at the institution. The proposed program will bring in undergraduate students (freshman and transfers), who may not otherwise attend ETSU to complete their undergraduate degree and apply for admission to the OTD program. In addition, we anticipate that students who receive their undergraduate degrees at other institutions will apply for admission to the OTD program at ETSU. Students in good standing in the RHSC program will have the opportunity for early acceptance to secure a seat in the OTD program, thereby incentivizing incoming freshman and transfer students to enroll at the institution as undergraduates.

Internally, the college has institutional capacity to deliver the proposed OTD program with the required instructional capacity and student support. Tuition and fee revenue plus institutional reallocation funded from the college's carryover and contingent funding will support implementation of the program in hiring the required faculty. Additionally, existing faculty within the RHSC program and some shared curriculum with Physical Therapy will provide additional instructional support and capacity to deliver the OTD program.

Existing programs offered at public and private TN institutions

Effective May 3, 2019, there are now 30 accredited OTD programs along with 72 of the 102 accredited Master's programs that will be transitioning to the doctoral level. Are you aware of the intent of the three OT Master's programs (TSU, UTHSC, and Milligan College) in Tennessee to transition to the doctoral level?

Response: Please refer to Section K on p. 14. The full text response is as follows:

As of May 02, 2019, the American Occupational Therapy Association (<https://www.aota.org/>) reported that there are currently 30 accredited Occupational Therapy Doctorate (OTD) programs across the United States. Of these programs, approximately six are in the southeast. As noted in Section G, there

are currently 174 master’s (MS) level occupational therapy programs across the United States with 70 of those transitioning to a doctoral level. At this time, it is unknown if the current master’s level occupational therapy programs in Tennessee plan to transition to an entry-level doctorate or remain at the master’s level over the long-term. However, based on the recent decision by AOTA (as noted in Section G) and informal conversations with colleagues throughout the state, it is unlikely that Tennessee State University, University of Tennessee for the Health Sciences, or Milligan College plan to make this transition to a doctoral level program within the next several years.

Employer Need/Demand

- *The letter from NHC states “<INSERT ORGANIZATION AND TITLE>” and the letter is not signed – please correct.*
- *Letters of support would be strengthened if they were not form letters. If approved, consider submitting additional letters of support with the New Academic Program Proposal.*

Response: Completed. Added one additional letter. Please refer to Appendix D.

Program Costs/Revenues

If approved, please provide evidence of support for institutional reallocations from the College of Clinical and Rehabilitative Health Science.

Response: Thank you. We will address as advised subsequent to receiving approval.

Program Costs/Revenues

Page 13: Total Recurring Expenditures and One-time & Recurring Expenditures should be \$6,892,507 and \$7,001,507, respectively.

Response: Completed. Please refer to revised Section L on pp. 15-17. The full text response is as follows: The following section provides details on program cost and revenue for the proposed OTD program at East Tennessee State University (see attached THEC Financial Projection Form). As a doctoral program, a planning year and seven-year implementation projections are calculated with a 3% annual increase where appropriate. Expenses will begin in the planning year with the addition of a Program Director, one Faculty member, equipment, and other expenses associated with the accreditation process (i.e., consultant pay and travel reimbursement). Tuition and fee revenue will begin in year one depending the implementation of the accreditation process. Institutional reallocations will be necessary in the planning year and first two years of implementation and will be funded from the College of Clinical and Rehabilitative Health Sciences’ carryover and contingent funding. There will be no federal grants, private grants, nor gifted funds for the establishment of this doctoral program. As can be seen from the subsequent data, the proposed OTD program will have revenue that exceeds expenditures by the third year.

Expenses

One-Time Expenditures

Item	State reason for expenditure	Total Expenditure
New/Renovated Space	NA	NA
Equipment	Initial funds will be used to purchase equipment necessary for the OTD program such as durable medical equipment, positioners for rehabilitation, aids for daily living, etc.	\$100,000
Library	Library will review and an appendix will be included in the NAPP for Library Resources.	TBD
Consultants	Two consultants for external review for at least two days	\$9,000 includes compensation/travel/hotel/meals
Other (specify)	NA	NA
TOTAL	One-time Expenditures	\$109,000

Recurring Expenditures		Total for Planning Year +7 Years
Item		
Administration Salary	Program Director will be hired in Y1 at \$110,000 annual salary at a 3% increase	\$978,157
Administration Benefits	Program Director \$34,350 annual benefits in Year 1 with a 3% increase	\$305,452
Faculty Salaries	1 Faculty starting each year (Y1-Y4) for a total of 4 Faculty. Faculty annual salary of \$85,000 at a 3% increase	\$2,365,749
Faculty Benefits	Faculty benefits will be \$29,350 annually , increased 3 % each year	\$816,879
Support Staff Salary	NA	NA
Support Staff Benefits	NA	NA
Graduate Assistants	Graduate Assistant will begin in Y1 at \$7800 annual salary (9 months). Graduate Assistants receive tuition waivers.	\$186,233
Operating (travel, accreditation dues, rent, university administration, supplies)	Travel: \$6000 in Y1 and \$10,000 for subsequent years Accreditation Dues: \$4500 annually; Space: Rent 6000 SQFT/\$18 starting in Y2 with 3% increase; University Administration: Starting in Y2 at 30% of Total Program Revenue; Supplies: Starting in Y2 at \$25,000 annually	\$3,541,740
TOTAL	Reoccurring Expenditures	\$8,194,210
TOTAL	One-time & Reoccurring Expenditures	\$8,303,210

Projected Enrollments

Enrollment is based on an initial cohort of 24 full-time students. The projected number of graduates is 23, which assumes a 95% retention rate (5% attrition rate) from the first year of the program to the third year.

Projected Enrollment (Full-time students)						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
0	24	47	68	68	68	68

Revenues

Item		Total Revenue for 7 Years
Tuition and Fees	Totaled tuition and fees over 7 years with 3% annual increase	\$8,366,451
Institutional Reallocations	Institutional Reallocations will be needed in the planning year and years one and two only of program implementation, provided by the ETSU College of Clinical and Rehabilitative Health Science	\$ (63,241)
Grants	NA	NA
TOTAL	Revenues	\$8,303,210

Expenditure/Revenue Summary

Year	Expenditure	Revenue
Planning Year	\$72, 175	\$72, 175
Planning Year	1,831,025	1,831,025
1	665,339	665,339
2	904,689	904,689
3	1,272,242	1,272,242
4	1,309,589	1,309,589
5	1,348,113	1,348,113
6	1,387,852	1,387,852
7	1,428,833	1,428,833

Program Costs/Revenues *Page 14: Year 7 revenue should be \$1,287,289*

Response: Completed. Section L has been revised. Please refer to pp. 15-17.

THEC Financial Projection Form *Please use the updated Financial Projections Form which includes expenses associated with the planning year.*

Response: Completed. Please refer to revised Financial Projections Form and Section L on pp. 15-17.

**THEC Financial
Projection Form** *There is an asterisk under Operating in the "Space (6000 SF/\$18)* which does not seem to be explained. Please adjust.*

Response: Completed. Please refer to revised Financial Projections Form.

C. THEC LON Approval




MIKE KRAUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
PARKWAY TOWERS, SUITE 1900
404 JAMES ROBERTSON PARKWAY
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

BILL LEE
Governor

TO: Dr. Brian Noland

FROM: Mike Krause 

SUBJECT: East Tennessee State University
Letter of Notification: Doctor of Occupational Therapy (OTD)

DATE: June 14, 2019

Thank you for the June 5th response to the evaluation of the Letter of Notification (LON) for the proposed Doctor of Occupational Therapy (OTD) program. Per THEC Policy A1.0 – *New Academic Programs: Approval Process*, the LON is evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

I approve East Tennessee State University's Letter of Notification (LON) to plan the OTD program. As the institution develops the New Academic Program Proposal (NAPP), all concerns responded to in the revised LON must be reflected in the NAPP. It is understood that the proposed program will be in accord with the mission at ETSU, will meet the *THEC 2015-25 Master Plan for Tennessee Postsecondary Education* degree completion and workforce development objectives, and will be implemented with existing funds.



EAST TENNESSEE STATE UNIVERSITY

PART II NEW ACADEMIC PROGRAM PROPOSAL

Implementation Timeline

Date	Items
5/22/20	Proposed dates for the external judgment site visit
6/22/20	Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit)
7/22/20	Estimated date of institution's response to external review (within 30 days upon receipt of external reviewer report)
11/13/20	Proposed date of the institutional governing board meeting the new academic program would be considered for approval
04/15/21	The Accreditation Council for Occupational Therapy Education (ACOTE) Candidacy Application Due
07/01/23	Initial Report of Self-Study Due
07/01/24	Initial on-site evaluation
08/01/24	ACOTE Accreditation Decision

Curriculum

Program Philosophy

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy (AOTA, 2017, www.aota.org).

The Doctor of Occupational Therapy utilizes transformational learning as a framework for teaching and learning. This worldview suggests that learning involves meaningful and transformative shifts in students' established beliefs and assumptions. These shifts are expected to occur when disorienting dilemmas arise. Learners can experience profound transformations when they have been deeply affected by a learning experience (Mezirow & Taylor, 2009).

Curriculum

Central to the curriculum is a focus on in-depth knowledge and skills in assessment and intervention with a traditional strong focus on disease, body functions, and structure while integrating activity limitations, participation restrictions, and contextual factors. The curriculum has been developed on the foundation of the biopsychosocial model and is informed and supported by the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP). Both the ICF and EHP provide the curriculum with scaffolding for understanding health and health-related domains by considering functioning and disability of an individual, as well as the context and environmental factors that support and hinder participation.

The ICF and EHP provide a framework and scaffolding for a holistic view of health that incorporates biological, individual, and social perspectives. The ICF stresses health and functioning, rather than a disability. The ICF is a tool for measuring the act of functioning, without regard for the etiology of the impairment and emphasizes the person's level of health, not the individual disability. EHP serves as a mechanism to understand human performance across health professions. EHP emphasizes the interaction of the person, the task, and the context. Therefore, a biopsychosocial model, informed by the ICF and EHP, serves as the underpinning for the curriculum.

The Doctor of Occupational Therapy Program utilizes a problem-based learning approach with an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in diverse practice settings that require collaboration and teamwork and the ability to break down silos that are prominent in traditional health care curricula.

The program includes 107 credit hours including didactic coursework, and lab coursework, community-based interprofessional practice, fieldwork rotations, and a capstone experience.

Content Threads

Five (5) content threads weave across all phases of the curriculum to help students develop into occupational therapists capable of working on interprofessional teams addressing the biopsychosocial needs of diverse and underserved populations across practice settings. These threads, which are distinctive to the OTD Program, are as follows:

- ✓ Foundational knowledge and competencies
- ✓ Evidence-based clinical and community-based care
- ✓ Interprofessional practice
- ✓ Scholarly inquiry
- ✓ Administration and leadership of practice

The five threads organize the expected outcomes that students achieve by the conclusion of the program.

A. Program Learning Outcomes (PLO)

The six PLO below describe the knowledge, skills, and attitudes that students are expected to acquire.

At the conclusion of this degree program, the student is expected to:

Program Learning Outcomes

1. Implement knowledge and competencies, informed by the conceptual framework of the ICF, for practice as an entry-level occupational therapist in diverse health delivery systems.
2. Develop evidence-based evaluation and intervention skills for a diverse and underserved population.
3. Engage in interprofessional practice across a variety of health care delivery settings
4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through evidence-based practice and scholarly activities.
5. Exhibit fundamental administrative and leadership skills required for the delivery of high quality, cost-effective occupational therapy and related services, and to assume leadership roles at the local, national and international levels in occupational therapy, health professions and the community.
6. Appraise policy, interprofessional practice and education by advocating for occupational therapy services for individuals and populations.

Content Threads

Foundational Knowledge and Competencies

Evidence-based Clinical and Community-based Care
Interprofessional Practice

Scholarly Inquiry

Administration and Leadership of Practice

Administration and Leadership of Practice

The curriculum map diagrams the OTD curriculum onto the six PLOs for improving the coherence of the course of study, and by extension, its effectiveness through the assessments used in each course. Each course indicates whether a specific PLO is introduced (I), reinforced (R), or assessed (A). See Appendix A for curriculum mapping of courses to outcomes. See Appendix I for programmatic accreditation curriculum mapping.

B. Academic Program Requirements

1. Summary

Component	Required Credits
Core	57
Clinical	26
Evidence-based project	08
Capstone project	16
Total	107

Core Courses (57 credits)

Course	Title	Credits
OCTH 6101	Anatomy	6
OCTH 6102	Pathophysiology and Conditions	4
OCTH 6203	Biomechanics and Kinesiology	3
OCTH 6204	Neuroscience	4
OCTH 6205	Foundations of OT I: History, Philosophy, Professionalism, Ethics	2
OCTH 6206	Communication Skills for Health Professionals	2
OCTH 6308	Human Development and Performance Throughout the Lifespan	3
OCTH 6310	Foundations of OT II: Theory and Practice	3
OCTH 6311	Practice Skills I- Pediatrics	4
OCTH 6313	Educational Strategies in Occupational Therapy	3
OCTH 7113	Practice Skills II- Mental Health and Psychosocial	4
OCTH 7116	Practice Skills III- Orthopedics	4
RHSC 7118	Practice Skills IV- Neurological disorders	4
OCTH 7218	Practice Skills V- Geriatrics	4
OCTH 7221	Rehabilitation Technology and Environmental Modifications	3
OCTH 7222	Administration and Leadership	4

Clinical Courses (26 credits)

Course	Title	Credits
OCTH 6312	Community-based, Interprofessional Practice I	2
OCTH 7114	Community-based, Interprofessional Practice II	2
OCTH 7219	Community-based, Interprofessional Practice III	2
OCTH 8124	Level II Fieldwork A	10
OCTH 8225	Level II Fieldwork B	10

Evidence-based Project (8 credits)

Course	Title	Credits
OCTH 6208	Evidence-based Practice: Research Design, Methods, and Application I	2
OCTH 6309	Evidence-based Practice: Research Design, Methods, and Application II	2
OCTH 7115	Directed Evidence-Based Project I	2
OCTH 7220	Directed Evidence-Based Project II	2

Capstone Project (16 credits)

Course	Title	Credits
OCTH 7223	Doctoral Capstone Seminar	2
OCTH 8226	Directed Capstone Project I	1
OCTH 8329	Directed Capstone Project II	1
OCTH 8328	Capstone Experience	12

2. General Education Requirements for Degree

N/A

3. Current Courses

N/A

4. Affected Programs

5. Current Courses

N/A

5. New Courses Needed

Rubric/ Number	Title	Credits	Catalog Description
OCTH 6101	Anatomy	6	Studies normal human anatomy as it relates to function with special emphasis on structures of the extremities. The course includes the study of embryological development histology. Human cadaver dissection is the primary laboratory activity.
OCTH 6102	Pathophysiology and Conditions	4	Examines clinical signs, symptoms, and etiologies of the major diseases of all systems of the human body. Principles of diseases affecting the different organ systems with clinical relationships in rehabilitation are studied.
OCTH 6203	Biomechanics and Kinesiology	3	Examines biomechanics as it relates to the clinical practice of rehabilitation science disciplines. Emphasis is on mathematical clinical problem solving as it relates to forces and motions acting within or on the human body statically or dynamically; biomechanics of solids and musculoskeletal tissues; biomechanics of joint complexes of the human body; and, an introduction to the application of biomechanical scientific principles in the evaluation of the musculoskeletal system.
OCTH 6204	Neuroscience	4	Prepares students to transmit the fundamental facts and concepts underlying current knowledge of the nervous system. Clinical examples and correlations are used to provide a context for perceiving and recognizing normal neural structure/function and to illustrate how knowledge of the basic neurobiological principles underlie an understanding of neural and behavioral dysfunction.
OCTH 6205	Foundations of OT I: History, Philosophy,	2	Examines the historical foundation and philosophical base of occupational therapy. The profession's core values, code of ethics, and standards of practice are introduced. The

Rubric/ Number	Title	Credits	Catalog Description
	Professionalism, Ethics		<p>biopsychosocial model, International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human</p> <p>Performance (EHP) are examined as the basis for the course and program. The course also explores the importance of learning and interprofessional practice in developing professional behavior and communication skills.</p>
OCTH 6206	Communication Skills for Health Professionals	2	Applies communication insights and development of skills to achieve professional competence in working with interprofessional health care teams. The course also examines the attitudes and actions of many participants in health communication, including health professionals and consumers (patients).
OCTH 6208	Evidence-based Practice: Research Design, Methods, and Application I	2	Provides an introduction to evidence-based practice, research design, statistical reasoning, and interpretation of the health care literature.
OCTH 6308	Human Development and Performance Throughout the Lifespan	3	Examines the physical, emotional, cognitive, and socio-cultural aspects of human development throughout the lifespan.
OCTH 6309	Evidence-based Practice: Research Design, Methods, and Application II	2	Provides an emphasis on the selection, application and interpretation of quantitative and qualitative methods for data analysis and critique and analysis of published research. Students begin the design of a scholarly proposal and learn how to search, locate, and secure grant funding as well as create a grant proposal.
OCTH 6310	Foundations of OT II: Theory and Practice	3	Examines the theory and practice of occupational therapy with an emphasis on the process of screening and evaluation as related to occupational performance, context, and participation. Client-centered care is emphasized with culturally relevant and interprofessional practice with various professions that work on health care teams with occupational therapists.
OCTH 6311	Practice Skills I- Pediatrics	4	Provides a foundational knowledge of occupational therapy evaluation, intervention, and outcomes for children through adolescence. Emphasis is placed on the occupational therapy process related to occupational performance, context, and participation utilizing the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP).

Rubric/ Number	Title	Credits	Catalog Description
OCTH 6312	Community-based, Interprofessional Practice I	2	Provides community-based, interprofessional practice experiences in the area of pediatric occupational therapy settings under the direction and supervision of qualified healthcare professionals.
OCTH 6313	Educational Strategies in Occupational Therapy (awaiting internal approval as this is an added course)	3	Applies principles of instructional design and development of teaching and learning skills. Focuses on characteristics of the adult learner and teaching methods appropriate to higher education with content focus on occupational therapy utilizing the Occupational Therapy Practice Framework. Designed to prepare occupational therapy subject matter experts to teach at the tertiary level by demonstrating and understanding use of technology in teaching, selection and preparation of learning materials, lesson planning, evaluation methods, and research on best practices in adult learning.
OCTH 7113	Practice Skills II- Mental Health and Psychosocial	4	Provides a foundational knowledge of occupational therapy evaluation, intervention, and outcomes for individuals with mental health, psychosocial conditions, and cognitive deficits. Emphasis is placed on the occupational therapy process related to occupational performance, context, and participation utilizing the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP).
OCTH 7114	Community-based, Interprofessional Practice II	2	Provides community-based, interprofessional practice experiences in the areas of adult mental health, orthopedic and neurological occupational therapy settings under the direction and supervision of qualified healthcare professionals.
OCTH 7115	Directed Evidence-based Project I	2	Facilitates designing a scholarly project to include the completion of a comprehensive literature review and the successful proposal of research.
OCTH 7116	Practice Skills III- Orthopedics	4	Provide students with a foundational knowledge of occupational therapy evaluation, intervention, and outcomes specific to adult orthopedic conditions. Emphasis is placed on the occupational therapy process related to occupational performance, context, and participation utilizing the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP).
OCTH 7118	Practice Skills IV- Neurological disorders	4	Provides a foundational knowledge of occupational therapy evaluation, intervention, and outcomes specific to adult neurological conditions. Emphasis is placed on the occupational therapy process related to occupational performance, context, and participation utilizing the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP).

Rubric/ Number	Title	Credits	Catalog Description
OCTH 7218	Practice Skills V-Geriatrics	4	Provides a foundational knowledge of occupational therapy evaluation, intervention, and outcomes specific to geriatric conditions as well as ethical and legal issues impacting service delivery and end of life decisions. Emphasis is placed on the occupational therapy process related to occupational performance, context, and participation utilizing the International Classification of Functioning, Disability, and Health (ICF) and the Ecology of Human Performance (EHP).
OCTH 7219	Community-based, Interprofessional Practice III	2	Provides community-based, interprofessional practice experiences in the area of older adults in occupational therapy settings under the direction and supervision of qualified healthcare professionals.
OCTH 7220	Directed Evidence-Based Project II	2	Continues the scholarly project including the completion of data collection, analysis, report, oral defense, and submission suitable for professional publication/presentation.
OCTH 7221	Rehabilitation Technology and Environmental Modifications	3	Examines the impact of society and policy, environment, and technology on the participation of individuals, groups, communities, and populations. Emphasis is placed on the environment for the purpose of facilitating quality of life participation through assessment, accessibility, and modifications of the physical environment. Facilitators and barriers to participation are explored including universal and ergonomic design principles and leveraging assistive technology.
OCTH 7222	Administration and Leadership	4	Examines the role of rehabilitative professionals in leading and managing services within the health care system. Professional values, attitudes, ethics, and standards are emphasized. Focus on skill development in leadership, basic management functions, program development, program evaluation, continuous quality improvement, consultation, and strategic planning. Trends in health and rehabilitation policy, practice, and third-party reimbursement are examined.
OCTH 7223	Doctoral Capstone Seminar	2	Guides the student through the doctoral capstone process, which consists of two parts: a capstone project and a capstone experience. The student explores an area of in-depth focus in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development.
OCTH 8124	Level II Fieldwork A	10	Provides in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. The student is

Rubric/ Number	Title	Credits	Catalog Description
			exposed to a variety of clients across the lifespan and to a variety of settings. Requires a minimum of 12 weeks' full-time Level II fieldwork.
OCTH 8225	Level II Fieldwork B	10	Provides in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. The student is exposed to a variety of clients across the lifespan and to a variety of settings. Requires a minimum of 12 weeks' full-time Level II fieldwork.
OCTH 8226	Directed Capstone Project I	1	Facilitates development of a capstone project and finalizes the literature review, needs assessment, goals, and objectives, and evaluation plan prior to the commencement of the 14-week doctoral capstone experience at the end of the program.
OCTH 8329	Directed Capstone Project II	1	Guides the student through the completion of the capstone project in which the student completes the needs assessment and evaluation of the capstone experience based on the previously established goals and objectives. At the conclusion of the 14-week capstone experience, the student presents his or her capstone project at the program's doctoral colloquium.
OCTH 8328	Capstone Experience	12	Provides the culminating capstone experience for the program and requires a 14-week full-time in-depth exposure in a concentrated area. Provides in-depth exposure in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone experience is taken concurrently with RHSC 8329 Doctoral Capstone Project II.

Total Credit Hours: 107

6. Course Syllabi

There are 29 new courses for this degree program. See Appendix B for a listing of courses and a separate file attachment for all course syllabi in the program of study.

The following courses are similar to existing courses in the Department of Physical Therapy:

- OTCH 6101 Anatomy
- OCTH 6012 Pathophysiology
- OCTH 6203 Biomechanics/Kinesiology

- OTH 6204 Neuroscience

However, after lengthy discussions over the past 12 months with the chair and faculty of the Department of Physical Therapy, it was determined that these courses would need to be developed separately for the OTD program due to a variety of reasons including sequencing of curricula, specific program accreditation requirements, and additional faculty resources. The hope and intent is that these courses will better align for enhanced interprofessional teaching opportunities within the next three to four years if the physical therapy curriculum is revised.

7. Distance Learning

The program will not be offered in an online format.

Academic Standards

Admission Students must be admitted to the university. The program will follow ETSU standards for Graduate Admissions found at <https://catalog.etsu.edu/content.php?catoid=32&navoid=1480>.

Admission to the OTD program is by a selective admissions process to begin matriculation in the summer semester only. Students apply to the OTD program through the Occupational Therapy Centralized Application Service (OTCAS) at <https://otcas.liaisoncas.com/applicant-ux/#/login>

Students must also apply to the ETSU School of Graduate Studies at <https://www.etsu.edu/gradstud/applynow.php>

Students seeking admission to the professional OTD degree program (entry-level) must meet the requirements established by the School of Graduate Studies. International students must meet the same program-specific requirements for admission to the graduate program that apply to citizens of the United States as detailed in the ETSU School of Graduate Studies policies at [https://catalog.etsu.edu/content.php?catoid=32&navoid=1480#Admission of International Students](https://catalog.etsu.edu/content.php?catoid=32&navoid=1480#Admission_of_International_Students)

They must also meet the following minimum program requirements:

- Have an overall GPA of 2.8 (on a 4.0 scale) in all undergraduate coursework for domestic students; 3.0 (on a 4.0 scale) for international students;
- Have a 3.0 GPA (on a 4.0 scale) in the prerequisite courses;
- No grade in a prerequisite course may be less than a "C" (2.0 on a 4.0 scale);
- Three (3) letters of recommendation with at least one from a licensed occupational therapist;
- A positive evaluation after an interview with the Occupational Therapy Admissions Committee.

Prerequisite courses or equivalent for admission consideration by the program include the following:

- Statistics or Research Methods 3 credits
- General Biology with Labs 8 credits
- General Physics with Lab 4 credits
- Anatomy and Physiology 8 credits
- Introduction to Sociology or Anthropology 3 credits
- Psychology (including Introduction, Developmental, and Abnormal) 9 credits
- Medical Terminology 1-3 credits
- Observation/clinical experience hours: There is no specific number of clinical hours required; however, each applicant is expected to have thoroughly investigated the scope and profession of occupational therapy. Applicants' understanding of the profession will be considered in their interview.

Retention The program will follow ETSU standards for Graduate Academic Retention Standards found at https://catalog.etsu.edu/content.php?catoid=32&navoid=1483#Academic_Probation

Students in the OTD program must meet the retention standards as set forth for graduate students by the School of Graduate Studies and by the Occupational Therapy Faculty. Grades shall be issued based on the 4.0 scale as set forth in the Graduate Catalog.

An occupational therapy student will be considered deficient for any course grade less than a "C" (2.0), or when the overall grade point average per semester or for all semesters completed in the program is less than a "B" (3.0).

Traditional entry students will matriculate through a fixed, prescribed curriculum in a three-year, full-time doctoral program.

The Occupational Therapy Faculty will meet at a minimum at the end of each semester to determine whether each student should be promoted to the next semester, be placed on probation, or be required to remediate any deficiencies before proceeding to the next semester of study. Promotion will be determined by the student's didactic performance, clinical performance, and professional behavior.

Graduation The program will follow ETSU degree and graduation requirements found at: <https://catalog.etsu.edu/content.php?catoid=32&navoid=1482>

The OTD is a non-dissertation professional degree requiring successful completion of the 107 designated credits, including the culminating experiences. Students will complete 57 core credits, 26 clinical credits, 8 evidence-based practice credits, and 16 capstone credits.

Equity

East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learn together, and from each other, and participate in a free and genuine exchange of views. Not only is it necessary to increase minority

recruitment and retention in higher education to meet the workforce needs in rehabilitation, diversifying higher education brings its own benefits to the classroom (Carnevale & Fry, 2000, Diversity Digest, 2000; Rudenstine, 2001) and increases the quality of learning (Rudenstine, 2001; Smith, 1991). Diversity in the college classroom fosters intellectual development (Knefelkamp & David-Lang, 2000), reduces students' level of racial prejudice (Chang, 2000; Palmer, 2000; Diversity Digest, 2000), increases their acceptance of racial and gender differences (Palmer, 2000; Diversity Digest, 2000), and facilitates students' explorations of diverse perspectives (Carnevale & Fry, 2000; Diversity Digest, 2000). It recognizes that all members of the University community benefit from diversity and that the quality of learning, research, scholarship, and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

The College of Clinical and Rehabilitative Health Sciences recognizes the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance and seeks to admit a diverse student body.

The College of Clinical and Rehabilitative Health Sciences' recruitment strategy is comprehensive and committed to diversity on a philosophical as well as a financial basis. The college advising team has developed a plan to recruit targeted students, which is designed to meet the goals to recruit diverse and underserved student populations. The specific goal and strategies are detailed in the Marketing and Recruiting Plan in Appendix F.

A. Diverse Student Population

The College has a number of recruitment strategies that align with the university's strategic plan to address diversity and inclusion of people and ideas. In addition, strategies that have been shown to be effective in attracting minority students will be implemented. Recruitment of minority students is a comprehensive process that involves a commitment to diversity on a philosophical and financial basis.

B. Underserved Student Population

As with recruitment activities for diverse students, the college and the university have a number of recruitment strategies currently employed to recruit underserved students who typically are financially disadvantaged, racial/minorities, and first-generation students. Many of the strategies employed for recruitment of diverse students are utilized to recruit underserved students as well.

Program Enrollment and Graduates

A. Projected Number of Declared Majors

As detailed in the Letter of Notification (pp. 8-9), the feasibility study explains the current and future market projections to establish the need for the proposed OTD and projected number of students.

Summer Year 1 2022	Summer Year 2 2023	Summer Year 3 2024	Summer Year 4 2025	Summer Year 5 2026	Summer Year 6 2027	Summer Year 7 2028
24	47	68	68	68	68	68

B. Projected Number of Graduates

Data includes graduates for Summer, Fall, Spring and assumes a 5% attrition rate.

Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027	Year 6 2027-2028	Year 7 2028-2029
0	0	23	23	23	23	23

Administrative Structure

The College of Clinical and Rehabilitative Health Sciences (CCRHS) is comprised of four departments including allied health, audiology and speech language pathology, social work, and rehabilitative sciences. The proposed OTD Program will be housed in the Department of Rehabilitative Sciences (refer to Figures 1-3 for College, Department, and Program organizational charts).

The Department of Rehabilitative Sciences includes an undergraduate major in rehabilitative health sciences and undergraduate and graduate programs in nutrition and dietetics, and it is developing a master’s program in orthotics and prosthetics and a PhD program in rehabilitative health sciences. Additionally, the Department of Physical Therapy has been incorporated into the Department of Rehabilitative Health Sciences effective September 2020. The Director of Occupational Therapy will report directly to the Department Chairperson. The proposed program will be located on ETSU’s Veteran’s Administration campus in Building 2 where the Department of Physical Therapy is housed.

Figure 1. College of Clinical and Rehabilitative Health Sciences

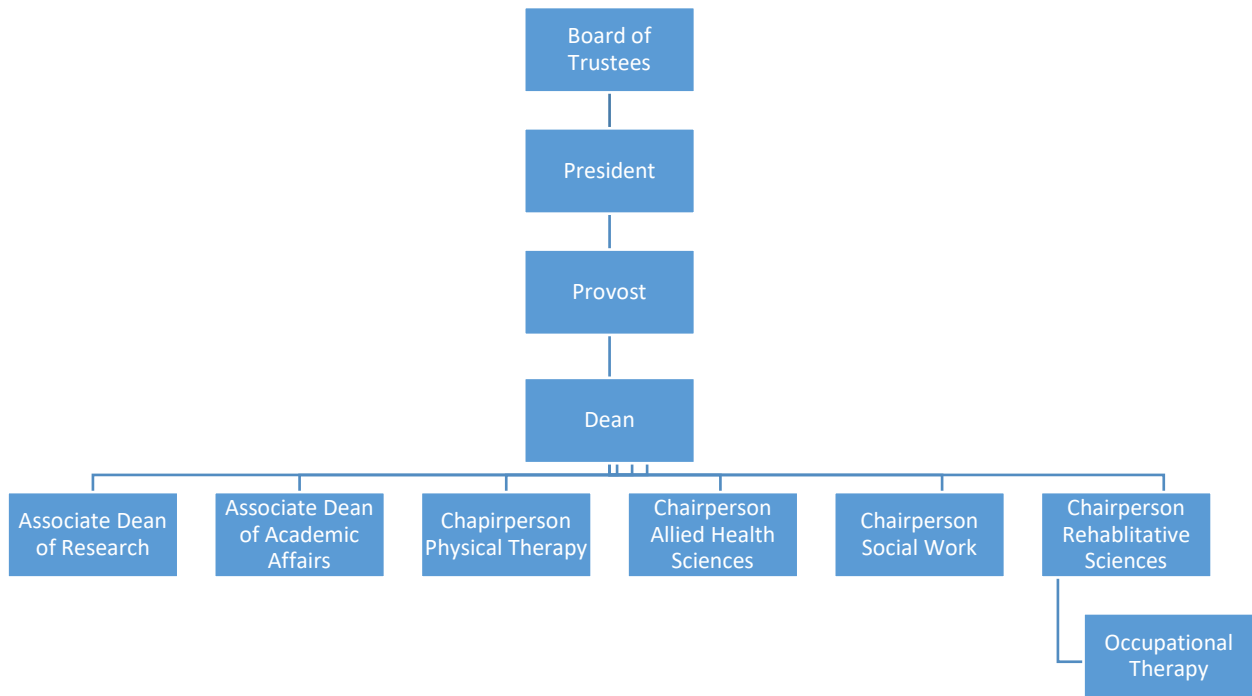


Figure 2. Department of Rehabilitative Sciences

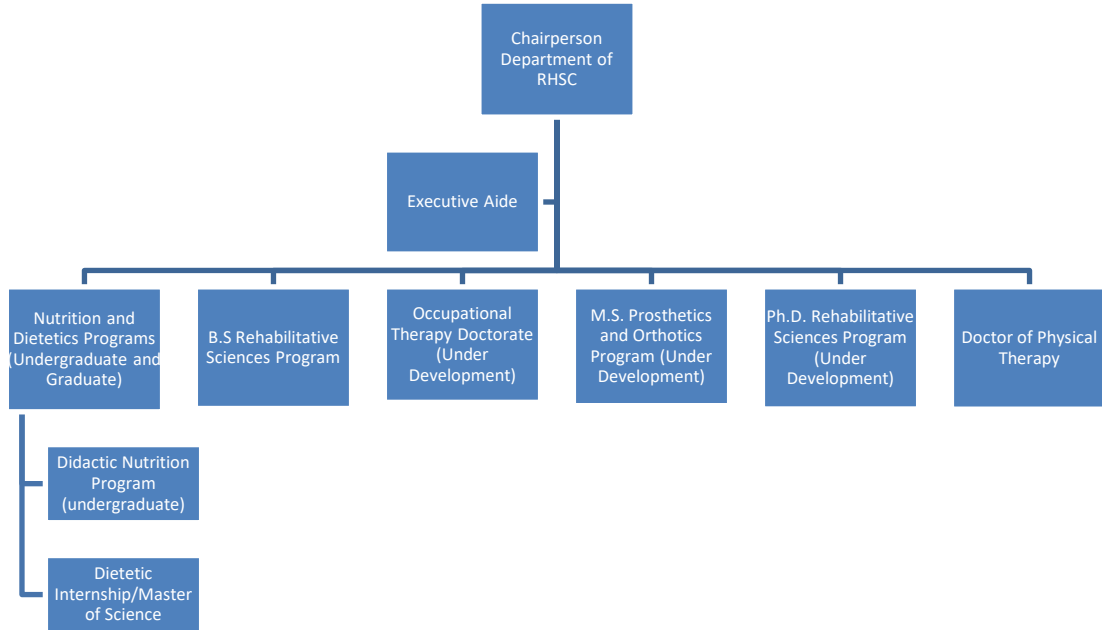
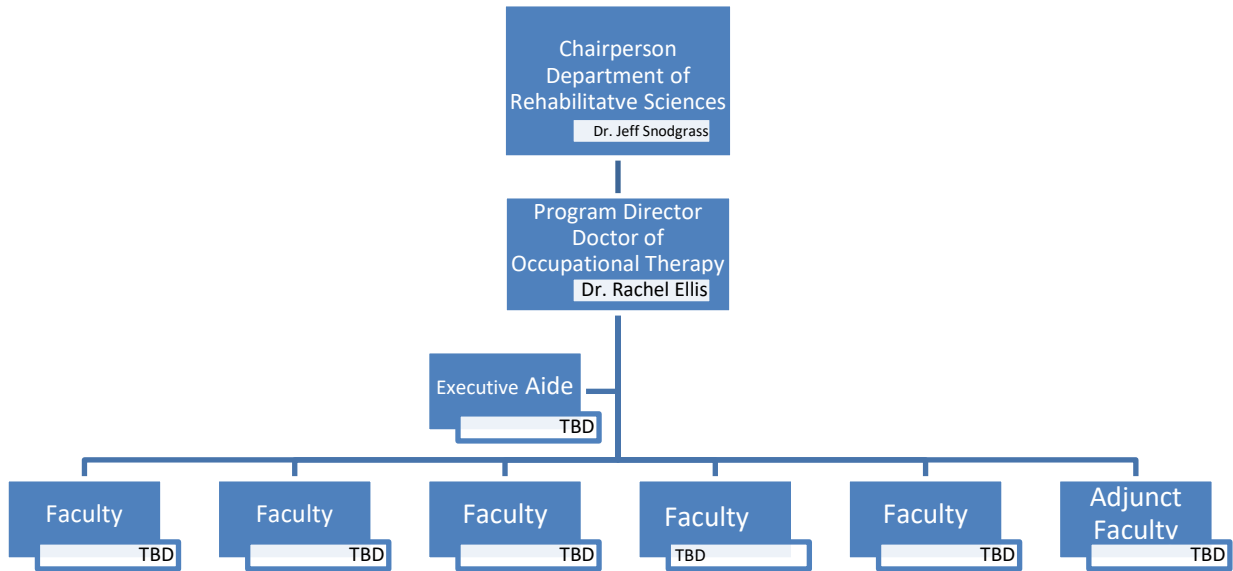


Figure 3. Occupational Therapy Program



Faculty Resources

A. Current Faculty

The current faculty who have been identified to teach a course within the proposed program have expertise and interest in teaching courses in interprofessional practice. In addition, Dr. Jeff Snodgrass, Chairperson for the Department of Rehabilitative Sciences, to whom the OT Program Director (PD) will report, has extensive experience in occupational therapy education and previously served as a program director and professor at an ACOTE accredited master’s level occupational therapy program for more than 15 years. The faculty workloads will reflect their teaching assignments in the new program. Although the two faculty currently listed will not teach each year in the proposed program, they are included in order to accommodate program need and faculty availability in a given semester. A three-credit hour course is assumed to be 0.1 FTE of a faculty member’s workload for the academic year, or

three academic credits. FTE is based on 12 graduate credits, which includes 9 credits for teaching and 3 credits for research. See Appendix C for Vita of Current Faculty.

Name	Degree	Discipline, Rank, Primary Department	Course(s) Credits	Teaching FTE in Program
Ellis, Rachel	EdD, MS	Occupational Therapy, Assistant Professor, Department of Rehabilitative Sciences	RHSC 7115 (2), RHSC 7218 (4), RHSC 7220 (2)	.66
Schroder, Laurie	EdD	Physical Therapy, Assistant Professor, Department of Rehabilitative Sciences	RHSC 6204 (3)	.25
Snodgrass, Jeff, E.	PhD	Occupational Therapy and Healthcare Administration, Chairperson and Full Professor, Department of Rehabilitative Sciences	RHSC 7222 (3)	.25
Total				1.16

B. Anticipated Faculty

To meet external accrediting agency requirements as set forth by the Accreditation Council for Occupational Therapy Education (ACOTE), and program teaching requirements, six (1 program director and 6 full time faculty members will be added over a three year period, which includes a full-time program director and full-time fieldwork coordinator to be hired during planning year. An additional four full-time faculty members will be hired during years 1 & 2 implementation. These hires result in a total of six FTE faculty dedicated to the program. All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy however, at least 50% or more faculty members must hold a post-professional doctorate degree.

Calendar	Degree	Discipline	Teaching FTE In Program	FT/PT
Planning Year	PhD, EdD, or OTD	Occupational Therapy or Related Degree	2.0	FT
Year 1	PhD, EdD, or OTD	Occupational Therapy or Related Degree	2.0	FT

Year 2	PhD, EdD, or OTD	Occupational Therapy or Related Degree	2.0	FT
TOTAL			6.0	

The general job description for faculty is provided in the table below.

Job Description	
Position Type	Clinical or tenure-track assistant/associate professor in occupational therapy
Position Description	Teaching in a new doctor of occupational therapy program offered by East Tennessee State University
Responsibilities	The successful candidate is expected to teach a range of graduate courses in the occupational therapy curriculum. Depending on background, expertise, and interest, the candidate will teach in an area of clinical expertise including one or more of the following content areas: pediatrics, adults, geriatrics, lifespan development, anatomy, physical dysfunction, psychosocial dysfunction, clinical education, research, and/or administration and leadership.
Required Qualifications	A doctorate in occupational therapy or related field, a strong commitment to interprofessional rehabilitation education, and potential for scholarly productivity. Candidates must be eligible for licensure as an occupational therapist in Tennessee. Minimum of five years of full-time practice experience. *For the Program Director position, a minimum of three years of full-time academic experience.
Preferred Qualifications	PhD in Occupational Therapy, Rehabilitative Sciences or related field with a proven track record in teaching and a defined research track.
Salary	Commensurate with education and experience.

To attract a broad and diverse pool of applicants, the positions will be advertised in multiple platforms, including Occupational Therapy Practice, Higherjobs.com, and The Chronicle of Higher Education.

C. Student/Faculty Ratio

After the program is fully mature the student to faculty ratio will be 12 to 1.

Library and Information Technology Resources: Existing and Anticipated

Resources	Existing	Anticipated
Library	The existing library print, electronic, and database resources are sufficient to support this proposed degree (refer to Library Source Review in Appendix D).	Collections and supplemental materials will be continually reviewed by the Institution.
Information Technology	Resources of the Office of Information Technology and Academic Technology Support are currently adequate. The ETSU Help Desk assures both faculty and staff that immediate assistance is available for trouble-shooting and problem solving. Fully equipped smart classrooms are currently available for instruction in Hutcheson Hall within the Department of Rehabilitative Sciences. Academic Technology Support staff is readily available for assistance with D2L and the myriad applications of technology for delivery of course content, including streaming audio and video for instructional support for each College.	All dedicated classrooms for the OTD program will be fully equipped smart rooms in Building 2, Floor 1 on the VA Campus.

Support Resources: Existing and Anticipated

A. Resources

Resources	Existing	Anticipated
Support Staff	1 FTE Executive Aide, Rachel Moon, Department of Rehabilitative Sciences	Additional 1 FTE Executive Aide will be hired and dedicated primarily to the OTD program. It is not anticipated that additional staff resources will necessary. The College of Clinical and Rehabilitative Health Sciences has a full-time clinical education, information and media coordinator who manages all clinical affiliation agreements (contracts).

Resources	Existing	Anticipated
Student Advising	<p>Director of Student Success Center, Megan Roberts, College of Clinical and Rehabilitative Sciences.</p> <p>The College of Clinical and Rehabilitative Health Sciences has an Academic Advising Center staffed with three full-time academic advisors who currently work with students pursuing admissions into undergraduate and graduate health-related programs. There is no need for additional advising staff.</p>	<p>Development of the proposed academic degree increases student interaction with the college advisors in that students will have a single advisor for both their undergraduate degree program and their pre-professional school pre-requisite requirements as opposed to students working with multiple advisors across multiple colleges. Additionally, each admitted OTD student will be assigned a faculty advisor within the program who will guide and advise students throughout their matriculation in the program.</p>
Clinical or Other Affiliations	<p>The College currently has over 300 affiliations with hospitals and health care centers. The students will have access to these sites for clinical (fieldwork rotations).</p>	<p>The external accrediting agency, American Council of Occupational Therapy Education (ACOTE), requires that the program provide a list of fieldwork sites with a signed letter of intent indicating that they will accept fieldwork students from the program. The list must include the practice area(s) of each fieldwork site. At the candidacy application stage, the program will be required to submit evidence of signed letters of intent from two Level II fieldwork sites for each student (24 per cohort=48 letters of intent) in a variety of settings consistent with the curriculum design. The signed letters of intent will include the timeframes for the student placements.</p>
Professional Development for Faculty	<p>CCRHS Annual Faculty Development Day held each January before the start of the spring term.</p> <p>Faculty will be encouraged to participate in university faculty support programs and activities including a nationally recognized interprofessional curriculum.</p> <p>The ETSU Center for Teacher Excellence promotes excellence in teaching at by providing instructional development opportunities for faculty, serving as a "one-stop shop" for teaching resources,</p>	<p>The department will budget costs for faculty professional development activities at approximately \$2,000 per faculty annually.</p> <p>The program director and each core faculty member will develop a written professional growth and development plan with annual updates of action steps and goals to be submitted and reported to the department chairperson.</p> <p>Faculty will complete continuing education hours, which are consistent</p>

Resources	Existing	Anticipated
	and creating communities of practice among faculty.	with state and national licensure requirements that are required for each profession (a minimum of 24 contact hours biennial required in Tennessee for licensure).
Evidence of Willingness to Partner	(see anticipated)	As demonstrated by letters of support (see Appendix D), the college has evidence of employers in the region interested in partnering with the proposed MSOP program to provide clinical opportunities to students. See also “Clinical or Other Affiliations.”
ETSU Funding Programs	<p>ETSU offers internal funding programs for research and scholarly activities including</p> <ul style="list-style-type: none"> • Research Development Committee Grants, • Instructional Development Grants, • Curriculum Internationalization Faculty Grants, • Presidential Grants-in-Aid, and • Student/Faculty Collaborative Research Grants. <p>Students also have opportunities to work with faculty, and different mechanisms within the college to support these opportunities, including:</p> <ul style="list-style-type: none"> • CCRHS Clinical Enhancement and Research Award, and • CCRHS Research Fellowship. 	Additional options will be explored as the program develops.
Advisory Boards	<p>Consistent with other programs in the College, this program will have an Advisory Board that will be charged with the following activities:</p> <ul style="list-style-type: none"> • Advise faculty on current professional issues and future trends that impact education in health care, rehabilitation, and occupational therapy • Provide input on curriculum development and clinical education 	<p>A list of potential Advisory Board members includes the following individuals across rehab disciplines, health care settings, and future employers of OTD graduates:</p> <ul style="list-style-type: none"> • Dr. Mary Bray, Director of PT, VA Medical Center • Dr. Ann Loudermilk, PT, Retired program director, physical therapy assistant program, Walters State Community College • Ms. Tammy Martin, Director of Rehabilitation Services, Ballad Health System

Resources	Existing	Anticipated
	<ul style="list-style-type: none"> • Offer suggestions and recommendations for improved outcomes • Contribute to program evaluation and strategic planning 	<ul style="list-style-type: none"> • Ms. Connie Marshall, Dean, Allied Health, Northeast State Community College • Dr. Alan Meade, PT, Director of Rehabilitation Services, Holston Medical Group, Kingsport, TN • Dr. Colleen Noe, AUD, Deputy Director VA Med Center, Johnson City, TN • Ms. Kelli Quick, SLP, Director of Physical Medicine, Life Care Centers of America, Smyrna, TN • Ms. Monique Richard, MSRD, LDN, State of Franklin Medical Group • Dr. Marty Rucker, Dean, Allied Health, Walters State Community College • Dr. Daniel Schumaier, AUD, Schumaier & Associates, Johnson City, TN • Dr. Brandon Hale, OTD, OT Supervisor, VA Medical Center • Ms. Mary Andreae, Program Director, Undergraduate Nutrition Program, ETSU • Dr. Brenda Louw, Chair, Department of Audiology and Speech Language Pathology, ETSU

B. Letters of Support

See Appendix E for letters of support from the following individuals.

Name	Title	Organization
Dr. Alan Meade	Director of Rehabilitation Services	Holston Medical Group
Ms. Tammy Martin	Corporate Director of Outpatient Services	Ballad Health
Mr. Jeff Robinette	Director of Therapy Operations	Quillen Rehabilitation
Ms. Suzanne Lawrence	Therapy Recruiter	NHC Healthcare
Mr. Steve Cornett Mr. Brandon Hale	Education Coordinator Occupational Therapist	Ashe Memorial Hospital

Facilities and Equipment

A. Existing Facilities and Equipment

Existing	Assessment of Adequacy
<p>Facilities:</p> <p>There are currently multiple classrooms within the Department of Rehabilitative Sciences in Hutcheson Hall. Also, the Department of Physical Therapy in Building 2 of the VA Campus has several lecture and lab classrooms.</p> <p>In addition, ETSU recently opened the Interprofessional Education and Research Center to ready health professionals in an innovative, interprofessional, experiential learning and research environment. This facility contains four floors of simulation laboratories, research space, classrooms, conference rooms, student study space, and a food service area. The simulation labs provide students of all health sciences programs with hands-on training in everything from emergency situations to working with patients in an intensive care unit and ambulatory clinics, to addressing activities of daily living in a simulated home environment. This facility is available for use by all health sciences faculty and students including the OTD program.</p>	<p>The classrooms in Hutcheson Hall are not sufficient in number and capacity for scheduling of didactic courses and lab intensive courses. The lecture and lab classrooms in the Department of Physical Therapy are in use approximately 75% of the time, which would provide the OTD program some limited availability to use those classrooms. Additional lecture and lab space are planned as described in Section B.</p> <p>The Interprofessional Education and Research Center presents unique opportunities for training occupational therapy students in state-of-the-art simulated clinical environments and scenarios as well as interprofessional collaboration.</p>
<p>Equipment:</p> <p>The Department of Physical Therapy has a fully equipped program with a variety of equipment that can be shared with the OTD program. The Nave Center also has a variety of therapy equipment that can be shared.</p>	<p>The OTD program will need to purchase additional lab equipment specific to the profession, which has been included in the budget and described in Section B below.</p>

B. Additional Facilities and Equipment Required or Anticipated

1. Facilities

Facility (Year Needed)	Amount and Type of Space	Costs	Source of Funds
Building 2, floor 1 on Veteran's Administration Campus (Spring 2022).	Approximately 6,000 square feet of renovated space will be required. This will provide dedicated lecture and lab classrooms, faculty offices, and study space for the OTD program. The College has received preliminary approval from the State Building Commission with final approval expected by July 2020 to proceed with design and renovations.	\$1,500,000	College of Clinical and Rehabilitative Health Sciences

2. Equipment

Equipment	Year Needed	Costs	Source of Funds
A variety of rehabilitation equipment for assessment and treatment	Summer/Fall 2022	\$100,000	College of Clinical and Rehabilitative Health Sciences

Marketing and Recruitment Plan

Overview:

A Communication Plan for Marketing and Recruitment of OTD to promote the OTD is based upon initiatives set forth by the college and university. The plan will be fine-tuned and adjusted as needed to ensure that efforts taken to market the new program and department are tailored to continuously provide the best results utilizing the resources available. Recruitment strategies are comprehensive, aggressive, meaningful, and relevant to the targeted populations. It is a multi-pronged approach that targets high school students, community college transfer students, degree completion students, and previously enrolled adult learners. Additionally, the plan is based on the desire to market to and recruit individuals from a minority population and individuals located within medically underserved communities. It also recognizes the need to recruit from the current CCRHS undergraduate student base.

A Communication Plan for Marketing and Recruitment of OTD was developed (Refer to Appendix F). The plan specifies the goal, objective, targeted audiences, and marketing strategies that will brand the

degree as a comprehensive clinical program embedded within the ETSU Academic Health Sciences Center.

Mission:

The mission of the College of Clinical and Rehabilitative Health Sciences is to foster innovative collaborations that support learning, scholarship and service, and that meet the clinical and rehabilitative health needs of our patients, clients, and communities.

Market Niche:

The market niche will be students who are currently enrolled in undergraduate programs within and outside of ETSU, and high school students interested in the rehabilitation science fields. This includes high school students, transfer students, and degree completion students from community colleges, outside universities, and previously enrolled adult learners, including those who may currently be in health care positions and desire to return to become an occupational therapist. The proposed OTD program is the only doctoral level occupational therapy program in the region.

Proposed Marketing Objectives:

The objective of the marketing plan outlined is to increase enrollment of students from both a diverse and/or medically underserved background. This falls in line with the college's strategic priority #4 on Diversity. It also aligns with ETSU's Academic Health Sciences Center's Mission into Action: "... improving the health status of rural and underserved communities ...". Therefore, the objective is to recruit high school, transfer, degree completion students, and those who have already graduated with an undergraduate degree from these underserved populations and communities with the hope they will return to serve their communities.

Goals:

The College of Clinical and Rehabilitative Health Sciences will expand existing campaigns to recruit targeted students in order to meet the goals and objectives listed below. This campaign utilizes the assistance of college administration and staff, university admissions, and university relations as deemed appropriate. Our marketing plan incorporates the following three goals:

1. Recruitment of high school students, including potential students from diverse and rural medically underserved areas in the hopes of those students returning to these areas with an education in rehabilitative health sciences.
2. Recruitment of potential transfer students from community colleges and students attending either ETSU or other universities, and previously enrolled adult learners, which encourages diversity and enrollment of underrepresented students.
3. Recruitment of current ETSU undergraduate students or alumni.

Goal Strategies:

Continuation and expansion of existing recruitment strategies in the college, as well as additional strategies that have been shown to be effective, are part of the marketing strategies to obtain these goals. The strategies to obtain each of the three goals include the following:

Goal 1: To create an undergraduate pipeline to the OTD program; recruitment will focus on high school students, including students from diverse and rural medically underserved areas, in the hopes of those students returning to these areas with an education in various health related disciplines.

Initial marketing efforts focus on Tennessee and border county school systems with a minority population of 8% or greater. The target school systems are based on minority statistics gained from Proximity, which provides School District Demographic Profiles compiled from 2009 Census data (http://proximityone.com/tn_sdc.htm#dp1).

Additionally, marketing efforts will focus on Tennessee and border counties, which have been designated as both rural and medically underserved communities based on data obtained through the Rural Health Information Hub (<https://www.ruralhealthinfo.org/am-i-rural>)

Strategy 1.1: Continue to work with ETSU Admissions to promote the new program to high school students within the targeted areas in Tennessee and border county school systems with a minority population of 8% or greater.

Strategy 1.1.1: Continue participation in established university recruitment activities, including Quest for Success, Tri-Cities College Fair, Top Scholars Night, Health Professions Recruitment Fair, and Rural High School Career Fair.

Strategy 1.1.2: Participate in outreach and awareness programs at career and college fairs at middle and high schools located in communities within the noted targeted areas as well as through professional associations; develop recruitment materials which will depict people of diverse race and ethnicity.

Strategy 1.1.3: Begin early with recruitment efforts of minority and underrepresented students in middle and secondary schools.

Strategy 1.1.4: Continue recruitment of minority and first generation high school students to BLUE Weekend, a college immersion experience for students interested in health careers.

Strategy 1.1.5: Involve families in the recruitment process through activities such as BLUE Weekend.

Strategy 1.1.6: Work with ETSU Office of Student Success Division of Equity and Inclusion to explore ways to work with their office and expose their students to programs available through CCRHS.

Strategy 1.2: Continue to work with ETSU Admissions to promote the new program to high school students within the targeted areas in Tennessee and border counties which have been designated as both rural and medically underserved communities based on data obtained through the Rural Health Information Hub (Appendix L, pp. 209-213).

Strategy 1.2.1: Emphasize the TRIO, QUEST for Success, and Summer Bridge Programs in recruitment materials and activities, which are designed to identify and provide services for students from disadvantaged backgrounds.

Strategy 1.3: Target HOSA (Health Occupations Students of America) teachers and students in high school recruitment strategies.

Goal 2: Recruitment of current undergraduate, transfer students (community college and 4-year degree university students), and previously enrolled adult learners, which encourages diversity and enrollment of underrepresented students.

Strategy 2.1: Conduct outreach and awareness programs where degree completion students are located, including community colleges and in hospital work settings within the noted targeted areas.

Strategy 2.1.1: Continue participation in established university recruitment activities that target community colleges, such as Northeast State Transfer Day, ETSU Day at Northeast State, as well as at other community colleges focusing on those with occupational therapy assistant programs, e.g., Walter's State Community College, Southwest Virginia Community College, Asheville-Buncombe Technical Community College.

Strategy 2.1.2: Maintain articulation agreements between community and technical colleges within a 250-mile radius to recruit transfer students from community and technical colleges, which are a valuable source of minority students.

Assessment and Evaluation

A. Schedule for Program Assessments or Evaluation

The OTD program will routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. The comprehensive program evaluation will include, at a minimum, and on an annual basis, the following:

- Faculty effectiveness in their assigned teaching responsibilities, as measured by the Student Assessment of Instruction (SAI).
- Effectiveness of instructional design, as measured by SAI.
- Students' competency in professional behaviors, as measured by faculty assessment of student's professional behaviors in the classrooms and community/clinical situations.
- Students' progression through the program.
- Student retention rates.
- Fieldwork and doctoral capstone performance evaluation.
- Student evaluation of fieldwork and the doctoral capstone experience.
- Evaluation of doctoral capstone outcomes.
- Student satisfaction with the program (exit interviews and alumni surveys).
- Graduates' performance on the National Board for Certification in Occupational Therapy (NBCOT) certification exam.
- Graduates' job placement and performance, as determined by employer satisfaction.
- Maintenance of ongoing ACOTE accreditation requirements including annual reviews, mid-point accreditation review, and reaccreditation.

B. Assessment and Evaluation Responsibilities

Under the direction of the department chair, the OTD program director (PD) and faculty of the program are responsible for the program assessments or evaluations and any program review documentation. At a minimum, assessment data will be reviewed annually at the end of each academic year by the PD and faculty at an annual retreat to identify gaps and possible areas of deficiency and determine opportunities for improvement. The annual program evaluation report will be presented and submitted to the chairperson by the PD.

C. Post-approval Use of Results

Assessment and evaluation will be reviewed by the PD on an annual basis in synchrony with the department chair, Advisory Board, college associate dean for academic affairs, and the ETSU Institutional Effectiveness process. Results from the assessment and evaluation will be reported by the PD to ACOTE and used to identify success or deficiencies in the program. Improvement plans will be developed and implemented to correct deficiencies and then evaluated for effectiveness to inform tactical and strategic changes.

Accreditation/SACSCOC Implications

Professional
Disciplinary
Accreditation
Organization

The Accreditation Council for Occupational Therapy Education (ACOTE).
www.acoteonline.org

SACSCOC

ETSU does not consider the proposed degree to be substantively different than those currently offered at the institution. Therefore, notification to SACSCOC is not required. The Doctor of Occupational Therapy (OTD) is consistent with the mission and other programs within the College of Clinical and Rehabilitative Health Sciences and the ETSU Academic Health Science Center. ETSU's educational portfolio currently includes numerous clinical doctorates: Doctor of Audiology (AuD), Doctor of Physical Therapy (DPT), Doctor of Pharmacy (PharmD), Doctor of Nursing Practice (DNP), and Medical Doctor (MD). Each of these programs has distinct and separate course requirements as dictated by their discipline-specific accrediting agencies, but course content is similar and often overlaps. Clinical skills courses are common throughout ETSU's health programs, and these are increasingly offered with a focus on interprofessional care. Through the proposed coursework, students in the OTD will learn many of the same foundational concepts and clinical skills as students in other clinical doctoral programs; they will simply apply them in the occupational therapy setting.

Funding/Financial Projections

The following section provides details on projected program cost and revenue for the proposed OTD program at East Tennessee State University (refer to separate attachment for the THEC Financial Projection Form, Appendix G). As a doctoral program, a planning year and seven-year implementation projections are calculated with a 3% annual increase where appropriate. Expenses will begin in the planning year with the addition of a Program Director, one Faculty member, equipment, and other expenses associated with the accreditation process (i.e., consultant pay and travel reimbursement). Four additional faculty will be added in subsequent years as noted in the table below. Therefore, a total of a six faculty (1 program director and 5 additional faculty) will be hired.

Tuition and fee revenue will begin in year one depending on the implementation of the accreditation process. Institutional reallocations will be necessary in the planning year and first two years of implementation, which will be funded from the College of Clinical and Rehabilitative Health Sciences' carryover and contingent funding. There will be no federal grants, private grants, nor gifted funds for the establishment of this doctoral program. As can be seen from the subsequent data, the proposed OTD program will have revenue that exceeds expenditures by the third year.

A. One-Time Expenditures

Year	Item Description	Cost
Planning Year (2021-2022)	New/Renovated Space: Renovations of floor 1 in Building 2 on the Veteran's Affairs campus	1,500,000
	Equipment: Lab and instruction Equipment	100,000
	Consultants: Two external reviewers	6,000
	Travel: costs associated with the site visit review	3,000
	Total for Planning Year	1,609,000

B. Recurring Expenses

1. Salary and Benefits for Administrative Personnel

One Administrative Personnel will be hired for this program.

Year	Item Description	Cost
Planning year	Salary for Program Director new hire, start date 6/1/2020)	\$55,000
	Benefits	17,175
Planning Year	Salary for Program Director	\$110,000
	Benefits	34,350
1	Salary for Program Director with 3% increase	113,300
	Benefits	35,381
2	Salary for Program Director with 3% increase	116,699
	Benefits	36,422

3	Salary for Program Director with 3% increase	120,200
	Benefits	37,535
4	Salary for Program Director with 3% increase	123,806
	Benefits	38,661
5	Salary for Program Director with 3% increase	127,520
	Benefits	39,821
6	Salary for Program Director with 3% increase	131,346
	Benefits	41,016
7	Salary for Program Director with 3% increase	135,286
	Benefits	42,246
Total	Total expenses or Planning Year and Years 1-7	1,355,767

2. Salary and Benefits for Faculty

Salaries and Benefits for five new Faculty include 3% increases for both salary and benefits. Total 6 new faculty hires: 1 PD and 5 faculty.

Year	Item Description	Cost
Planning Year	Salary for Faculty #1 (new hire; half year)	\$42,500
	Benefits (half year)	14,675
1	Salaries for Faculty #1 and #2 (new hire)	172,550
	Benefits for both faculty	59,581
2	Salaries for Faculty #1, #2, and #3 (new hire)	262,727
	Benefits for three faculty	90,718
3	Salaries for Faculty #1, #2, #3, #4 and #5 (new hire)	440,608
	Benefits for four faculty (152,139
4	Salaries for all new faculty	453,826
	Benefits for all new faculty	156,703
5	Salaries for all new faculty	467,441
	Benefits for all new faculty	161,404
6	Salaries for all new faculty	481,464
	Benefits for all new faculty	166,246
7	Salaries for all new faculty	495,908
	Benefits for all new faculty	171,234
Total	Total expenses for new faculty salaries and benefits (for Planning Years and Years 1-7	3,789,724

3. Salary and Benefits for Support Staff

Year	Item Description	Cost
Planning Year		N/A
		N/A
1	Salary for one Executive Aide	\$24,000
	Benefits for Executive Aide	17,150

Year	Item Description	Cost
2	Salary for Executive Aide with 3% increase	24,720
	Benefits for Executive Aide with 3% increase	17,664
3	Salary for Executive Aide with 3% increase	25,461
	Benefits for Executive Aide with 3% increase	18,193
4	Salary for Executive Aide with 3% increase	26,224
	Benefits for Executive Aide with 3% increase	18,738
5	Salary for Executive Aide with 3% increase	27,010
	Benefits for Executive Aide with 3% increase	19,300
6	Salary for Executive Aide with 3% increase	27,820
	Benefits for Executive Aide with 3% increase	19,879
7	Salary for Executive Aide with 3% increase	28,654
	Benefits for Executive Aide with 3% increase	20,475
Total	Total salary and benefits for an Executive Aide for Years 1-7	315,288

4. Stipend and Benefits for Graduate Assistants

The program will support three Graduate Assistants for one year, non-renewable contracts.

Year	Academic Year 12 months	Cost
Planning Year		N/A
		N/A
1	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	48,501
3	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	50,925
4	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	53,472
5	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	56,145
6	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	58,953
7	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	61,905
Total	Stipends for three Graduate Assistants at \$7,800 each (non-renewal)	23,400
	Tuition and Fees for three Graduate Assistants	64,995
Total	Total stipends and tuition/fees for Graduate Assistants for Years 1-7	558,696

5. Operating

Year	Type of Expense (Travel, Printing, Equipment, etc.) and Description	Cost
Planning Year	Travel for faculty	\$6,000
	Printing	4,500
	Other: accreditation dues, office supplies, etc.	10,000

Year	Type of Expense (Travel, Printing, Equipment, etc.) and Description	Cost
	Total Operating Expenses for Planning Year	20,500
1	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	131,976
	Other	25,000
	Total Operating Expenses for Year 1	171,476
2	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	241,895
	Other	25,000
	Total Operating Expenses for Year 2	281,395
3	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	361,734
	Other	25,000
	Total Operating Expenses for Year 3	401,234
4	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	372,586
	Other	25,000
	Total Operating Expenses for Year 4	412,086
5	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	383,764
	Other	25,000
	Total Operating Expenses for Year 5	423,264
6	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	395,277
	Other	25,000
	Total Operating Expenses for Year 6	434,777
7	Travel for faculty	10,000
	Printing	4,500
	University Administration (supports administrative and student services)	407,135
	Other	25,000
	Total Operating Expenses for Year 7	446,635
Total	Total Operating Expenses for Planning Year and Years 1-7	2,591,367

6. Total Recurring Expenses

Year	Total One-time Expenditures	Recurring Expenses	Year Total
Planning Year	1,609,000	222,025	1,831,025
1	NA	665,339	665,339

2	NA	904,689	904,689
3	NA	1,272,242	1,272,242
4	NA	1,309,589	1,309,589
5	NA	1,348,113	1,348,113
6	NA	1,387,852	1,387,852
7	NA	1,428,833	1,428,833
Total	One-time and reoccurring expenditures for Planning Year and Years 1-7		10,147,682

C. Revenue

Tuition is based on the projected 2022-2023 maintenance fee with a 3% annual increase with enrollment based on cohorts of 24 full-time students. A 5% attrition rate is assumed for this program. There is a \$50 per credit for Academic Health Science course fee.

Year	Tuition and Fees
Planning Year	N/A
Planning Year	N/A
1	486,720
2	887,677
3	1,323,861
4	1,360,034
5	1,397,293
6	1,435,669
7	1,475,197

Year	Institutional Reallocations	Grant (type) or Other Revenue
Planning Year	72,175	N/A
Planning Year	\$1,831,025	N/A
1	178,619	N/A
2	17,012	N/A
3	(51,619)	N/A
4	(50,445)	N/A
5	(49,180)	N/A
6	(47,817)	N/A
7	(46,364)	N/A

APPENDICES

Appendix A: Curriculum Mapping

Appendix B: Course Syllabi

Appendix C: Faculty Vitae

Appendix D: Library Resource Review

Appendix E: Letters of Support

Appendix F: Marketing and Recruitment Plan for OTD

Appendix G: THEC Financial Information Form

Appendix H: Floor Plan and Projected Timeline for Completion

Appendix I: ACOTE Curriculum Mapping to ACOTE Standards

Appendix J: Approval of Letter of Reorganization of RHSC Department Structure

Appendix K: College of Clinical and Rehabilitative Health Sciences Organizational Chart

Appendix L: OTD Full Curriculum Syllabi

Appendix A

Curriculum Mapping of Courses to Program Learning Outcomes

<i>I=Introduced; R=Reinforced; A=Assessed</i>						
	Foundational Knowledge	Evidence-based Practice	Inter-professional Practice	Scholarly inquiry	Administration and leadership	
Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
OCTH 6101	I, R					
OCTH 6102	I, R					
OCTH 6203	I, R, A	I				
OCTH 6204	I, R, A	I	I			
OCTH 6205	I, R, A	I	I		I	I
OCTH 6206	I, R		I			I
OCTH 6208		I, R		I, R, A		
OCTH 6308	I, R					
OCTH 6309		R		I, R, A		
OCTH 6310	R, A	I, R, A	I			
OCTH 6311	R	R, A	R			
OCTH 6312		R, A	R, A			
OCTH 6313 (awaiting approval)	I, R, A	R, A	I			
OCTH 7113	R	R, A	R			
OCTH 7114		R, A	R, A			
OCTH 7115		R		R, A		
OCTH 7116	R	R, A				
OCTH 7118	R	R, A				
OCTH 7218	R	R, A				
OCTH 7219		R, A	R, A			
OCTH 7220		R, A		R, A		
OCTH 7221	R, A	R, A	R			
OCTH 7222			R		I, R, A	I, R, A
OCTH 7223		R	R	R	I, R	I, R
OCTH 8124	A	R, A	R			
OCTH 8225	A	R, A	R			
OCTH 8226			R	R	R	R
OCTH 8328			R	R, A	R, A	R, A
OCTH 8329	S	R, A	R	R	R, A	R, A

Appendix B Course Syllabi

See separate attachment for the course syllabi for the following program of study.

Course	Title	Credits
OCTH– 6101	Anatomy	6
OCTH - 6102	Pathophysiology and Conditions	4
OCTH - 6203	Biomechanics and Kinesiology	3
OCTH - 6204	Neuroscience	4
OCTH - 6205	Foundations of OT I: History, Philosophy, Professionalism, and Ethics	2
OCTH - 6206	Communication Skills for Health Professionals	2
OCTH - 6208	Evidence-based Practice: Research Design, Methods, and Application I	2
OCTH - 6308	Human Development and Performance throughout the Lifespan	3
OCTH - 6309	Evidence Based Practice: Research, Design, Methods, and Application II	2
OCTH - 6310	Foundations of OT II: Theory and Practice	3
OCTH - 6311	Practice Skills I- Pediatrics	4
OCTH - 6312	Community-based, Interprofessional Practice I	2
OCTH 6313	Educational Strategies in Occupational Therapy (<i>awaiting internal ETSU approval</i>)	3
OCTH - 7113	Practice Skills II – Mental Health and Psychosocial	4
OCTH - 7114	Community-based, Interprofessional Practice II	2
OCTH - 7115	Directed Evidence-based Project I	2
OCTH - 7116	Practice Skills III- Orthopedics	4
OCTH - 7118	Practice Skills IV- Neurologic Disorders	4
OCTH - 7218	Practice Skills V- Geriatrics	4
OCTH - 7219	Community-based, Interprofessional Practice III	2
OCTH - 7220	Directed Evidence-based Project II	2
OCTH - 7221	Rehabilitation Technology and Environmental Modifications	3
OCTH - 7222	Administration and Leadership	4
OCTH - 7223	Doctoral Capstone Seminar	2
OCTH - 8124	Level II Fieldwork-A	10
OCTH - 8225	Level II Fieldwork-B	10
OCTH - 8226	Doctoral Capstone Project I	1
OCTH - 8328	Doctoral Capstone Experience	12
OCTH - 8329	Doctoral Capstone Project II	1
	Total	107

Appendix C Faculty Vitae

Rachel Ellis, EdD, MSOT
Laurie Schroder, EdD
Jeff Snodgrass, PhD

Rachel Ellis

Curriculum Vitae

161 Treadway Dr 423-794-0958

Ellisrd1@etsu.edu

EDUCATION

2020 Ed.D. Education Leadership and Policy Analysis, East Tennessee State University

2006 M.S.O.T. Occupational Therapy, Milligan College

2002 B.S. Allied Health, East Tennessee State University

2000 A.A.S. Respiratory Therapy, East Tennessee State University

PROFESSIONAL LICENSURE AND CERTIFICATIONS

2007 Occupational Therapist, Tennessee License # OT0000003716 2017 Registered Yoga Teacher

2017 Rock Steady Boxing

2016 Lee Silverman Voice Treatment-Big

2013 Certified Aging-in-Place Specialist

1999-2007 Respiratory Therapist, Tennessee License # RRT0000003072

ACADEMIC EMPLOYMENT

2020 Assistant Professor, College of Clinical and Rehabilitative Health Sciences, East Tennessee State University

2019-2020 Assistant Professor, Occupational Therapy, Milligan College

2012-2018- Academic Fieldwork Coordinator of Occupational Therapy and Administrative Faculty, Milligan College

TEACHING RESPONSIBILITIES

RHSC 3000 Introduction to the Rehabilitative Professions (3 credit hours)

RHSC 3300 Medical Classification in Rehabilitative Sciences (3 credit hours)

RHST 3750 Introduction to Technology and Rehabilitation (4 credit hours)

OT 615 Work Programs in Occupational Therapy: Principles and Practice (2 credit hours) OT 620

Activities of Daily Living (2 credit hours)

OT 652 Occupational Therapy in Geriatrics (2 credit hours)

OT 691A Fieldwork Level IA (1 credit hour)

OT 691B Fieldwork Level IB (1 credit hour)

OT 691C Fieldwork Level IC (1 credit hour)

OT 710 Leading and Managing Occupational Therapy Services (3 credit hours) OT 750 Specialized

Elective-Home Modifications (1 credit hour)

OT 750 Specialized Elective-Yoga (1 credit hour)

OT 780A Directed Research/Thesis Preparation Part A (1 credit hour)

OT 780B Directed Research/Thesis Preparation Part B (1 credit hour)

OT 780C Directed Research/Thesis Preparation Part C (1 credit hour)

OT 791A Fieldwork Level IIA (5 credit hours)

OT 791B Fieldwork Level IIB (5 credit hours)

NON-TEACHING RESPONSIBILITIES

Occupational Therapy Faculty Council Occupational Therapy Admissions Committee SACSCOC
Reaffirmation Committee
Arts Committee
Physician Assistant Search Committee

GRADUATE THESIS SERVICE

Allen, A., Dalton, E., Davis, T., Fillers, T., Hall, C., Horner, M., Howell, H. The Impact of Group Boxing Program for People with Parkinson's Disease on Quality of Life (2019). Milligan College.
Bateman, C., Fleenor, B., Hall, E., Ramsey, M., White A. The Impact of Emotional Intelligence on Decision Making in Occupational Therapy Program Directors (2018). Milligan College.
Ballou, R., Brewster, T., Burns, K., Glibbery, E., Tate, K. The Effects of Yoga on Emotional Intelligence in College Students (2017). Milligan College.
Hacker, A. The Impact of Therapeutic Gardening in Individuals with Traumatic Brain Injuries (2015). Milligan College.

NON-DEGREE POSTGRADUATE/SHORT-TERM COURSES RELATED TO TEACHING RESPONSIBILITIES

Neurovestibular Complex Therapy Network Seminars. 2017 (16 contact hours) Level I Healing Touch
2015 (16 contact hours)
Accessible Home Modifications 2013 (8 contact hours)
Cognitive Rehabilitation Therapy 2013 (16 contact hours)
Dementia Care Foundations 2012 (16 contact hours)
Fieldwork Educator Certificate Workshop 2012 (16 contact hours)
Master Gardener Certification 2011
Muscle Energy Technique and Soft Tissue Mobilization 2010 (16 contact hours) *Home Modifications Business Consultation* 2010 (6 contact hours)
Level II Fieldwork Clinical Instructor 2010
ABC's of Home Modification 2009 (16 contact hours)

CONFERENCE PRESENTATIONS AND PUBLICATIONS

2017 "The Person Environment Relationship-An Occupational Therapy Perspective" National ReFrame Conference. November 9th.
2015 "Welcome to My Home?-How You Impact Environment" National ReFrame Conference. November 6th.
Snodgrass, J., Douthitt, S., Ellis, R., Wade, S., & Plemons, J. (2008). Occupational therapy practitioner's perceptions of rehabilitation manager's leadership styles and outcomes of leadership. *Journal of Allied Health, 37(1)*, 38-44.

WORK EXPERIENCE RELEVANT TO TEACHING AND RESPONSIBILITIES

Occupational Therapist

December 2018-Present

Select Specialty Hospital

Perform patient-centered evaluations for the purpose of establishing appropriate plan of care to prevent further functional decline. Provide training and education for nursing assistants, nursing, family, and caregivers in techniques to safely assist clients with transfers, range of motion exercises, and functional mobility. Train clients in the use of adaptive equipment to increase independence. Collaborate with clients, families, case managers, additional rehab professionals, physicians, nursing, and caregivers in recommending next level of care.

Occupational Therapist

2015-Present

Private Practice

Referral based practice providing customized services to individuals with a variety of deficits and needs. Services included improving, regaining, or developing skills to perform daily activities. Evaluate appropriateness for return to work activity and addressing psychosocial issues to improve independence. Attend interprofessional meetings to coordinate care and improve client outcomes.

Occupational Therapist

2009-2014

Functional Pathways

Evaluated and assessed client needs to improve functional gains through the use of occupation based interventions. Coordinate care with physical therapists and speech language pathologists. Prepare clients for community reintegration and return to home. Member of interprofessional care team with attendance to weekly meetings to assist in determining discharge planning details.

Occupational Therapist

2008-2009

Amedysis Home Health

Conduct evaluations, assessments, and optimizing client outcomes by providing client- centered interventions. Contribute to data collection for the Outcome and Assessment Information Set to ensure appropriate reimbursement classification. Train nursing assistants, family members, and caregivers to assist client in activities of daily living tasks, safety awareness, medication management, adaptive equipment usage, condition management, and functional mobility. Collaborate with interprofessional care team to improve client functional outcomes.

Occupational Therapist

2007-2008

Associated Therapy Services

Provide occupational therapy services in Unicoi county school system, home health, skilled nursing, and outpatient settings. Evaluate and establish care plans based on client needs regarding improving functional independence. Collaborate with students, teachers, parents, and healthcare professionals on student Individual Education Plans (IEP).

Respiratory Therapist

1999-2007

Johnson City Medical Center

Assess patient's cardiopulmonary status in an acute care setting including intensive care units, emergency room, and during diagnostic procedures. Performed ventilator management, intubation, arterial punctures and blood gas analysis, pulmonary hygiene techniques, and medication administration. Interprofessional healthcare team member on Rapid Response Team and Code Team. Demonstrate knowledge of oxygen delivery devices and differences between modalities for cardiopulmonary care for acute and chronic illnesses.

Laurie A. Schroder, PT, DPT, EdD, DMin

Current Position (2019):

Program Coordinator and Assistant Professor of Rehabilitative Sciences, East Tennessee State University, Johnson City, Tennessee.

Employment and Positions Held:

Founding Program Director, Physical Therapist Assistant Program, 2009-Present Daymar College Clarksville, Tennessee

Associate Vice Chancellor of Academics, 1/2018 – 4/2018

Director, Physical Therapist Assistant Program, May 2008-December 2008 Volunteer State Community College Gallatin, Tennessee

Physical Therapist, 2016-2017 Concentra Physical Therapy Clarksville, Tennessee

Physical Therapist, 1998-2003; 2004-2008 Clarksville-Montgomery County School System Clarksville, Tennessee

Rehabilitation Department Manager & Physical Therapist, 1997-1998 Comprehensive Rehabilitation: Spring Meadows Nursing Home & Montgomery County Nursing Home, concurrently Clarksville, Tennessee

Rehabilitation Department Manager & Physical Therapist, 1995-1997 National Healthcare Springfield Springfield, Tennessee

Education:

Doctor of Education University of St. Augustine St. Augustine, Florida; 2017

Doctor of Physical Therapy University of Tennessee Chattanooga Chattanooga, Tennessee; 2009

Doctor of Practical Ministry, Interdisciplinary Studies

Master's Graduate School of Divinity Evansville, Indiana; 2002

Master of Science, Physical Therapy University of Alabama at Birmingham Birmingham, Alabama; 1995

Bachelor of Science, Allied Health Trevecca Nazarene College Nashville, Tennessee; 1992

Teaching Experience:

Program Director/Dean and Full-Time Teacher, Daymar College Physical Therapist Assistant Curriculum, 2009-Present

Program Director and Full-Time Teacher, Volunteer State Community College Physical Therapist Assistant Curriculum, 5/2008-12/2008

Textbook Reviews:

Dutton, M. (2012). Orthopaedics for the physical therapist assistant. Sudbury, MA: Jones & Bartlett.

Dreeben-Irimia, O. (2005). Introduction to Physical Therapy for PTAs. Sudbury, MA: Jones & Bartlett. Publications: Schroder, L.A., Kupczynski, L, & Groff, S. L. (2018). The effect of team-based learning in a neurorehabilitation course within a physical therapist assistant academic program. Journal of Interdisciplinary Sciences, 2(1), 67-84.

Professional Presentations:

Schroder, L.A. & Ashy, L. (2018). Engaging students through active learning. Institution wide presentation for all instructors at Daymar Colleges campuses.

Schroder, L.A. (2017). Generational differences in the classroom. Presented at the 2017 Tennessee Association of Independent Colleges & Schools Annual Conference.

Schroder, L.A. (2016). Generational differences & classroom motivation. Presented to the University of St. Augustine.

Schroder, L.A. (2011). Physical therapist assistants' roles and responsibilities. Presented at the Tennessee Physical Therapy Association Spring Meeting. Nashville, TN.

Licensure:

Tennessee Physical Therapy License #4710, 1996-Present

Certifications:

Certified KinesioTape® Practitioner (2016)
Certified Clinical Instructor (2008)
Neurodevelopmental Treatment Practitioner (2004)
Assistive Technology Applications (2003)
Wound Care Specialist (1996)

Jeff Snodgrass, PhD

EDUCATION

PhD- Doctor of Philosophy in Health Sciences

Trident University International, 2006

Area of Specialization: Health Care Administration

MPH- Master of Public Health (CEPH-Accredited)

East Tennessee State University, 2001

Area of Concentration: Public Health Administration

Bachelor of Science

Eastern Kentucky University, 1996

Major: Occupational Therapy

UNIVERSITY TEACHING EXPERIENCE

2019-Present

Professor of Rehabilitative Sciences (tenured)

East Tennessee State University

2003-2018

Professor of Healthcare Administration & Occupational Therapy (2014)

Associate Professor of Occupational Therapy (2006-214)

Assistant Professor of Occupational Therapy (2003-2006)

Milligan College

2007-2019

Graduate Faculty, Health Services and Public Health (Part-time)

Walden University

2017-Present

MBA Lecturer, Healthcare Administration (Part-time)

Bethel University

2007-2012

Adjunct Associate Professor (Part-time)

University of St. Augustine for the Health Sciences

2007-2008

Graduate Adjunct Faculty, Public Health

East Tennessee State University

ADMINISTRATIVE EXPERIENCE

2019

Chairperson, Department of Rehabilitative Sciences

East Tennessee State University

2006-2018

Area Chair and Program Director

Department of Occupational Therapy

Milligan College

2001-2003

Ergonomics Program Director

Wellmont Health System

1997-1999

Director of Occupational Therapy

PROFESSIONAL HEALTHCARE EXPERIENCE

2003-2008

Owner- Occupational Rehabilitation and Ergonomic Consulting Services

1999-2001

Upper Extremity Specialist-Occupational Therapist

Wellmont Health System, Kingsport, TN

1996-1997

Occupational Therapist

Therapy Innovations, Gate City, VA

PEER-REVIEWED PUBLICATIONS (RECENT)

ARTICLES

Snodgrass, J. (2017). Is there evidence for the effect of occupational therapy interventions using cognitive-behavioral therapy (CBT) approaches for adults with musculoskeletal disorders of the spine (cervical, thoracic, lumbar)? (Critically Appraised Topic). Bethesda, MD: American Occupational Therapy Association. Retrieved from <https://www.aota.org/Practice/Rehabilitation-Disability/Evidence-Based/CAT-Musculo-CBT.aspx>

Snodgrass, J. (2017). Is there evidence for the effect of occupational therapy interventions using client education for adults with musculoskeletal disorders of the spine (cervical, thoracic, lumbar)? (Critically Appraised Topic). Bethesda, MD: American Occupational Therapy Association. Retrieved from <https://www.aota.org/Practice/Rehabilitation-Disability/Evidence-Based/CAT-Musculo-Client-Ed.aspx>

Green B N, Johnson C D, Snodgrass J., Smith, M., Dunn, A. (September 26, 2016). Association between smoking and back pain in a cross-section of adult Americans. *Cureus* 8(9): e806. doi:10.7759/cureus.806

Gibson, J., & Snodgrass, J. (2014). The relationship of health literacy to the stress level of informal caregivers. *The International Journal of Literacies*, 20(4), 1-12.

BOOKS AND BOOK CHAPTERS (Past 5 years)

Snodgrass, J., & Amini, D. (2017). *Occupational therapy guidelines for adults with musculoskeletal conditions*. Bethesda, MD: AOTA Press. <https://doi.org/10.7139/2017.978-1-56900-439-5>

Snodgrass, J. (2017). Work and industry: Ethical considerations for occupational therapy practitioners. In M. Reitz & J. Scott (Eds.), *Practical Applications for the Occupational Therapy Code of Ethics and Ethics Standards* (2nd ed.). Bethesda, MD: AOTA Press.

Snodgrass, J. (2015). The older worker and ergonomics. In L. A. Hunt & C. Wolverson (Eds.), *Work and the Older Person: Increasing Longevity and Wellbeing*. Thorofare, NJ: Slack Incorporated.

Snodgrass, J., & Gupta, J. (2014). Work occupations. In J. Hinosjosa & Blount, M.L. (Eds.), *Texture of Life: Purposeful Activities in the Context of Occupation*, 4th Edition. Bethesda, MD: AOTA Press.

PEER-REVIEWED PRESENTATIONS (Past 5 years)

Snodgrass, J. (2019, April). The influence of office ergonomic assessment and education on musculoskeletal discomfort. Post presented at 2019 American Occupational Therapy Association, New Orleans, LA.

Snodgrass, J. & Amini, D. (2018, April). Occupational Therapy Practice Guidelines for Adults with Musculoskeletal Conditions. Paper presented at the American Occupational Therapy Association, Salt Lake City, UT.

Snodgrass, J. (2016, October). Office ergonomics- Influence of education and assessment on musculoskeletal discomfort. Poster presented at the 2016 American Public Health Association's Annual Conference, Denver, CO.

Green, B., Johnson, C., Snodgrass, J., Smith, M., & Risica, P. (2016, October). Association of biopsychosocial factors with back pain in adult Americans. Presented at the North American Spine Society 31st Annual Meeting, Boston, MA.

Connor, M., Margaritis, V., Snodgrass, J. (contributor), Koletsi-Kounari, H., & Mamai-Homata, E. (September, 2015). Diffusion of rapid HIV oral testing among dental professionals. Paper presented at the 20th Annual Congress of the European Association of Dental Public Health, Istanbul, Turkey.

Arbesman, M., Dorsey, J., Poole, S., Roll, S., Siegel, P., Snodgrass, J., et al. (2015, April). Systematic review on occupational therapy and adults with musculoskeletal disorders and arthritis. Paper presented at the American Occupational Therapy Association, Nashville, TN.

HEALTH CARE LICENSES and CERTIFICATIONS

Licensed Occupational Therapist, No. 1713, Tennessee, 1996-present

Licensed Occupational Therapist, No. 1888, Virginia, 1996-present

Registered Occupational Therapist, No. 1009038, National, 1996-present

Board Certified Disability Analyst, No. 5667, National, 2002-2009

Certified Work Capacity Evaluator, No. 900544, National, 2003-2013

Certified Ergonomic Evaluation Specialist, No. 99165 National, 2002-2007

Appendix D

Library Resource Review



Program: Occupational Therapy
Department: Rehabilitative Sciences
College of Clinical and Rehabilitative Health Sciences
July 2019

Prepared by: Jennifer Young
Title: Resource Sharing & Acquisitions Librarian
Email: ely@etsu.edu
Phone number: 423-439-6998

The Charles C. Sherrod Library at East Tennessee State University supports the Doctor of Occupational Therapy with 5,000+ academic monographs; 90+ electronic journals; 2,000+ streaming videos; and many of the major proprietary databases and electronic resources. Collection adequacy is demonstrated through holdings reviews and reviews of course-level recommended and supplemental materials. For items that are not held in the library, students and faculty have seamless automated access to interlibrary loan services, with no per-request fee. Library collections are deemed adequate to support the proposed Doctor of Occupational Therapy, and current holdings are delineated below.

Databases

The following databases support the education, practice, and research needs of Occupational Therapy:

Name	Description
CINAHL Complete	Nursing and allied health database
Cochrane Clinical Answers	Readable, digestible, clinically focused entry point to rigorous research from Cochrane systematic reviews
Cochrane Database of Systematic Reviews	Articles and protocols on primary research in evidence-based healthcare
Dynamed Plus	Point-of-care clinical decision support system
Health & Psychosocial Instruments	Information about measurement tools and instruments across various disciplines/professions
Health and Wellness Resource Center	Consumer information regarding health and medicine
Health Reference Center Academic	Nursing and allied health - journals, magazines, newsletters, and consumer health information sources
JSTOR	Comprehensive academic articles and E-Books
MEDLINE	Biomedical journal citations and abstracts produced by the U.S. National Library of Medicine (NLM)
Nursing & Allied Health Collection	Nursing and allied health - journal articles, books, videos, dissertations, etc.
OT Seeker	A database that contains abstracts of systematic reviews and randomized controlled trials relevant to occupational therapy.
Ovid Nursing and Health Professions Premier Collection	Full-text journals on nursing and allied health.
ProQuest Central	Multidisciplinary - journal articles, trade journals and consumer publications
ScienceDirect	Broad-spectrum science coverage
SPORTDiscus	Sport, fitness, sport medicine, and related disciplines
PubMed	Biomedical and health information
Visual DX	Clinical decision support system
Web of Science	Search multiple science databases simultaneously

Journals

Journals held by the ETSU Libraries in print or electronic format are discoverable through OneSearch. eJournals are also discoverable through Google Scholar and BrowZine. BrowZine enables faculty and students to browse eJournals by subject and maintain personalized current awareness service. Some titles are not available in full text for an embargo period (6 months, current year).

There are **93 eJournal titles** in BrowZine categorized under Rehabilitation and Therapy at <https://browzine.com/libraries/1168/subjects/62/bookcases/123?sort=title>

The list below represents a **snapshot** of the journals that the library subscribes to that support Occupational Therapy:

Advances in Rehabilitation
American Journal of Occupational Therapy
Annals of Physical and Rehabilitation Medicine
Archives of Physical Medicine and Rehabilitation
Australian Occupational Therapy Journal
British Journal of Occupational Therapy
Canadian Journal of Occupational Therapy
Clinical Rehabilitation
Hand Therapy
Hong Kong Journal of Occupational Therapy
Journal of Hand Therapy
Journal of Head Trauma and Rehabilitation
Journal of Neurologic Physical Therapy
Journal of Occupational Rehabilitation
Journal of Physiotherapy
Journal of Rehabilitation Medicine
Journal of Vocational Rehabilitation
Musculoskeletal Science & Practice
Occupational Therapy International
OTJR: Occupation, Participation, and Health
Physical & Occupational Therapy in Geriatrics
Physiotherapy
Physiotherapy Research International
Scandinavian Journal of Occupational Therapy
World Federation of Occupational Therapists Bulletin

Books (Electronic and Print)

eBook Collection	Subjects	Title Count
ClinicalKey E-Books	Orthopedics	86
	Physical Medicine and Rehabilitation	20
	Anatomy	21
EBSCO Academic Collection	Occupational Therapy	1,286
	Neurosciences	42
EBSCO Clinical Collection	Occupational Therapy	440
JSTOR	Occupational Therapy	608
R2 Library	Orthopedics/Physical Medicine & Rehabilitation/Physical Therapy	13
Thieme MedOne E-Books	Neuroscience/Physical Therapy/Physiology	42
	Total	2,558

Print Books

The following Library of Congress call number ranges are found in the 4th floor stacks of Sherrod Library:

Call Number Range	Description	Print Items
QM0-695	Human Anatomy	172
QP303	Kinesiology	232
QP0-495	Physiology	1397
RC321-434	Neurosciences	687
RD701-799	Orthopedics	85
RC487, RC 958, RJ53, RM 735	Occupational Therapy	105
	Total	2,678

Streaming Media

Collection	Subject	Number of Films
Films on Demand	Occupational Therapy	237
	Orthopedics	66
	Physiology	616
	Kinesiology	37
	Human Anatomy	948
HS Talks	Occupational Therapy	37
	Orthopedics	25
	Neurosciences	57
	Physiology	286
	Anatomy	48
	Total	2,357

Suggested Resources for Collection Improvement

Name	Description	Annual Expense
ICE Learning Center	A collection of short patient videos for in-class or online teaching.	\$895
Journal of Occupational Science	Electronic Journal	\$595

Appendix E Letters of Support

Dr. Alan Meade: Director of Rehabilitation Services, Holston Medical Group

Ms. Tammy Martin: Corporate Director of Outpatient Services, Ballad Health

Ms. Suzanne Lawrence, NHC Healthcare Recruiter

Mr. Jeff Robinette, Director of Therapy Operations, Case Management, Quillen Rehabilitation Hospital

Mr. Steve Cornett, Education Coordinator, Ashe Memorial Hospital

Mr. Brandon Hale, Occupational Therapist, Veteran's Administration Medical Center



4205 Hillsboro Road, Suite 317
Nashville, Tennessee 37215
615/269-5312
FAX: 615/297-5852
Email: tpta@tptatn.com

Dr. Don Samples, EdD, RRT, RPSGT
Dean and Professor
College of Clinical and Rehabilitative Health Sciences
East Tennessee State University
P. O. Box 70282
Johnson City, TN. 37614

Dear Dr. Samples:

On behalf of Holston Medical Group of the Tri-Cities, TN region as well as the Tennessee Physical Therapy Association, I would like to take this opportunity to lend my complete support for the potential new program of the Occupational Therapy Doctorate (OTD) and the Prosthetics & Orthotics program at East Tennessee State University. Wow, what a tremendous compliment to add to the College of Clinical and Rehabilitative Health Sciences that essentially completes the overall picture of all rehabilitative health science disciplines being represented in this entire community.

In my opinion, the two programs would certainly prepare students for entrance into two distinct, needed professional health care degrees in clinical areas such as Occupational Therapy and in Prosthetics/Orthotics for our community. The degrees for both would be labeled at the highest level of each of those disciplines. I am aware that Milligan College has the Master's Degree in Occupational Therapy (MSOT), but this is a private college. For ETSU to offer a Doctoral Degree in Occupational therapy, I believe it would be more cost effective and affordable for students to pursue this profession at a State College. It behooves ETSU to bring these programs on board that would certainly complement what is currently being provided at CCRHS in physical therapy, speech-language pathology, audiology, social work, and many others. I believe it would also provide students an opportunity to make decisions as to whether they would like to work in the different aspects of Occupational Therapy, whether that would be in the area of Hands/Upper Extremity/Orthopedics, or in Neurological Adults/Pediatrics, or in Geriatrics, or in the Psychology realm. The need is certainly there. As a Director of Rehab Services for a Multidisciplinary Physician Group, we are in need of OTs in our Rehab Clinics as we find them extremely valuable to the Rehab Team. The programs would provide students an opportunity to choose from two of the most interesting health care fields of choice.

I am also very much in favor of supporting a Prosthetics/Orthotics Program to this community as we do not have one close to the area. This would be a first for our area and that's exciting. I could certainly imagine the current clinics in our community working ever so closely and collaboratively with Prosthetist and Orthotist clinicians to enhance the care of patients in need of these services. Employment of orthotists and prosthetists is projected to grow 22% from 2016 to 2026, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,700 new jobs over the 10-year period. It is interesting to find that there are few states that have the Practitioner Programs. They have one

school in their states, except in Texas and California who has two programs. Tennessee does not have a program currently at all and this would be a first for our State. The large baby boom population is aging, and O & Ps will be needed because both diabetes and cardiovascular disease, two leading causes of limb loss, are more common among older people.

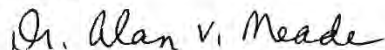
The OTD and P & O Programs would prepare students entering a specific field that is currently in need not only in the U.S., but definitely in our community. These particular two areas are a “must,” because they belong in the traditional Medical Model and complete the Rehabilitation Team.

The programs would prepare potential healthcare professionals for patient interviews, a significant variety of treatment procedures and protocols in each discipline; provide the clinician with the foundation of technology and science behind each discipline. It will provide each person the knowledge of specific clinical work and also the quality and productivity standards behind each health care discipline.

The programs will provide a valuable addition and will complete the Rehabilitative Team of Providers in the College of Clinical Rehabilitative Health Sciences. As part of the Adjunct Faculty at ETSU in the Doctor of Physical Therapy Program, as well as the Chapter President of the Tennessee Physical Therapy Association, I am extremely excited about this opportunity as I believe it will serve to provide the education and preparation for those who are choosing clinical and rehabilitative positions and careers in Occupational Therapy and in Prosthetics/Orthotics for not only in our area, but also across the U.S.

If I can be of further assistance in this matter, please do not hesitate to contact me. Thank you for allowing me to comment on this great opportunity for ETSU.

Sincerely,



Dr. Alan V. Meade, PT, DScPT, MPH
Director of Rehabilitation Services at HMG
Chapter President—Tennessee Physical Therapy Association
Adjunct Faculty in the ETSU DPT Program
Work Phone: 423-578-1562
alan.meade@myhmg.com
almeadep@charter.net



December 11, 2018

Dear Dean Samples,

I am writing to show my support for the College of Clinical & Rehabilitative Health Sciences' new Occupational Therapy program at East Tennessee State University. As the Director of Outpatient Services at large not-for-profit health care company that operates hospitals, outpatient therapy clinics and serves communities in northeast TN, southwest VA, southeastern KY, and western NC, I can attest to the need for qualified occupational therapists throughout our service region. In particular, there is a need for a "collaborative practice-ready" health workforce who are prepared to respond to local health needs. With ETSU's emphasis on interprofessional education and interprofessional collaborative practice, I know students graduating from an occupational therapy program there will have the critical interprofessional education and training that is essential to achieve our public health goals in the central Appalachian region.

ETSU has my full support with their efforts to create a clinical doctorate program in occupational therapy (OTD). I believe providing students affordable education and clinical practice within an interprofessional program will have a positive impact on the rehabilitative health landscape of our region, state, and nation.

Please contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads "Tammy J. Martin".

Tammy J. Martin
Corporate Director, Outpatient Services
Ballad Health
423-431-6958



Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work for National Healthcare Corporation (NHC) and have the pleasure of working with a variety of health care professions, particularly rehabilitation professions, including OT. The interprofessional education at ETSU is without equal in this region, as evidenced by the students that have rotated through our clinics. Students from the proposed OT program at ETSU would have opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health. The students graduating from this OTD program would be leaders, not only within the state of TN, but nationally in their efforts to provide interprofessional education and collaborative practice across health care programs.

In conclusion, I fully support ETSU's proposal for an OTD program. My organization has a long and enduring relationship with ETSU students. A new OTD program at ETSU given the institution's focus on interprofessional education would be a great resource for our organization as meet the growing health care needs of this region. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Suzanne Lawrence

Suzanne Lawrence, MA, CCC-SLP
NHC Healthcare Recruiter
865-474-7323
Suzanne.lawrence@nhccare.com

**Quillen
Rehabilitation
Hospital**

a joint venture of
Ballad Health and Encompass Health

2511 Wesley Street
Johnson City, TN 37601

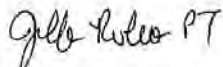
O 423.952.1700
F 423.952.1714
quillenrehabilitationhospital.com

Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work for Encompass Health (formerly HealthSouth) and have the opportunity to work with a number of different health care professions, including OT, for a variety of health conditions. The interprofessional education at ETSU is without equal in this region and beyond, as evidenced by the students that have rotated through our clinics. ETSU students are always well prepared and represent the University with distinction. Students from the proposed OT program at ETSU would have opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health. The students graduating from this OTD program would be leaders, not only within the state of TN, but nationally in their efforts to provide interprofessional education and collaborative practice across health care programs.

In conclusion, I fully support ETSU's proposal for an OTD program. We have a longstanding strong relationship with ETSU students, both undergraduate and graduate students, and find them to be very high quality students in every way. They are the standard-bearers to whom we compare all of our students. A new OTD program with an emphasis on interprofessional education would be a welcome addition to the students we have in our facility. The growing demand for trained interprofessional OTD graduates in this area and nationwide necessitates this initiative. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,



Jeff Robinette, PT

Director of Therapy Operations

O: 423-952-1723 F: 423-952-1710

Quillen Rehab Hospital

A Joint Venture of Encompass Health and Ballad Health

2511 Wesley Street

Johnson City, TN 37601



Dear Dean Samples,

I am privileged to write this letter in support of the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work at the Veterans Affairs Medical Center in Johnson City, TN. As an occupational therapist, I have the advantage of mentoring occupational therapy students while interacting with numerous other health care professions.

The Veterans Affairs Medical Center gives me the opportunity to interact with ETSU faculty and students from other health care professions. I feel this program will provide students from the proposed OT program at ETSU with opportunities to learn with, from, and about students from other related professions. I am excited at the potential to be a part of this process.

I fully support ETSU's proposal for an OTD program. Please do not hesitate to contact me if I can be of any further assistance,

Sincerely,
Brandon Hale, OTD, OTR/L



Ashe Memorial Hospital

February 6, 2019

Dr. Don Samples
Dean for the College of Clinical and Rehabilitative Health Sciences
College of Clinical and Rehabilitative Health Sciences
East Tennessee State University
Box 70260, Johnson City, TN 37614

Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work at Ashe Memorial Hospital as the Education Coordinator. In my position, I interact with numerous health care professions, including OT. I understand that interprofessional education at ETSU nationally recognized and will provide students from the proposed OT program at ETSU with opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health.

I fully support ETSU's proposal for an OTD program. Please do not hesitate to contact me if I can be of any further assistance,

Sincerely,

Steve Cornett, RN
Ashe Memorial Hospital
Education Coordinator
336-846-0791

200 Hospital Avenue Jefferson, North Carolina 28640 (336) 846-7101 (336) 846-0746

www.ashememorial.org

Appendix F

Marketing and Recruitment Plan for Doctor of Occupational Therapy

Activity	Description
Goal	Launch new Doctor of Occupational Therapy degree program in the Department of Rehabilitative Sciences, which emphasizes in-depth evaluation and interventions skills with a traditional strong focus on disease, body functions and structure while integrating activity limitations, participation restrictions and contextual factors.
Objective	Communicate the importance and opportunity of the new OTD degree program for advancing an individual's career in a health and rehabilitation profession, along with the message to the community and employers that graduates of this program will be competent practitioners and leaders in the field of occupational therapy.
Target Audiences	<ul style="list-style-type: none">• Prospective Students• Admissions Counselor• Academic Advisors• Medical Professions Advisement counselors• Community college faculty and staff• High school guidance counselors and HOSA teachers• Career counselors
Develop Marketing Material	<p>Build messaging around the marketing of the new degree program around the marketing of the new degree program, along with information about the job market and opportunities, including the following:</p> <ul style="list-style-type: none">• Create marketing brochures that brand the degree as an interprofessional program that will be delivered in renovated space in Building 2 on the Veteran's Administration campus that included a developing program in orthotics and prosthetics and a well-established program in physical therapy.• Present information about the new program during freshman orientation sessions and in the PREH 1350: Health Professions Exploration Course.• Revise and update department website: https://www.etsu.edu/crhs/rehabilitative-sciences/• Enhance Web presence including scholarship and tuition net calculator: https://www.etsu.edu/finaid/cost/costcalc.php• Create messages for parents of prospective students, as well as high school teachers and guidance counselors that focus on the degree program, paths in undergraduate programs for entry into the program, career opportunities, exceptional faculty, and the cost of attendance.

- Utilize various communication vehicles as prospective students move through the enrollment cycle, including social media platforms
- Match communication vehicle to target audience to maximize effectiveness (i.e., print or social media)
- Provide regular updates for program and college newsletters, ETSU Health communiques
- Develop a targeted post-acceptance communications plan that details next steps in the enrollment and matriculation process.

Appendix G

THEC Financial Information Form

Tennessee Higher Education Commission
Appendix A: THEC Financial Projections
East Tennessee State University
Doctor of Occupational Therapy

Seven-year projections are required for doctoral programs.
 Five-year projections are required for baccalaureate and Master's degree programs.
 Three-year projections are required for associate degrees and undergraduate certificates.
 Projections should include cost of living increases per year.
 Planning year projections are not required but should be included when appropriate.

	Planning Year (2020-2021)	Year (2021- 2022)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures									
A. One-time Expenditures									
New/Renovated Space ¹		\$ 1,500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment		100,000	-	-	-	-	-	-	-
Library		-	-	-	-	-	-	-	-
Consultants		6,000	-	-	-	-	-	-	-
Travel		3,000	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
Sub-Total One-time		\$ 1,609,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures									
Personnel									
Administration									
Salary	\$55,000	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 123,806	\$ 127,520	\$ 131,346	\$ 135,286
Benefits	\$17,175	\$ 34,350	\$ 35,381	\$ 36,442	\$ 37,535	\$ 38,661	\$ 39,821	\$ 41,016	\$ 42,246
Sub-Total Administration	72,175	\$ 144,350.00	\$ 148,680.50	\$ 153,140.92	\$ 157,735.14	\$ 162,467.20	\$ 167,341.21	\$ 172,361.45	\$ 177,532.29
Faculty									
Salary	\$	\$ 42,500	\$ 172,550	\$ 262,727	\$ 440,608	\$ 453,826	\$ 467,441	\$ 481,464	\$ 495,908
Benefits		14,675	59,581	90,718	152,139	156,703	161,404	166,246	171,234
Sub-Total Faculty		\$ 57,175	\$ 232,131	\$ 353,444	\$ 592,747	\$ 610,529	\$ 628,845	\$ 647,710	\$ 667,142
Support Staff									
Salary	\$	\$ -	\$ 24,000	\$ 24,720	\$ 25,461	\$ 26,224	\$ 27,010	\$ 27,820	\$ 28,654
Benefits		-	17,150	17,664	18,193	18,738	19,300	19,879	20,475
Sub-Total Support Staff		\$ -	\$ 41,150	\$ 42,384	\$ 43,654	\$ 44,962	\$ 46,310	\$ 47,699	\$ 49,129
Graduate Assistants									
Salary	\$	\$ -	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400
Benefits		-	-	-	-	-	-	-	-
Tuition and Fees* (See Below)		-	48,501	50,925	53,472	56,145	58,953	61,905	64,995
Sub-Total Graduate Assistants		\$ -	\$ 71,901	\$ 74,325	\$ 76,872	\$ 79,545	\$ 82,353	\$ 85,305	\$ 88,395
Operating									
Travel	\$	\$ 6,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Printing		4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
University Administration		-	131,976	241,895	361,734	372,586	383,764	395,277	407,135
Other		10,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Sub-Total Operating		\$ 20,500	\$ 171,476	\$ 281,395	\$ 401,234	\$ 412,086	\$ 423,264	\$ 434,777	\$ 446,635
Total Recurring		\$ 222,025	\$ 665,339	\$ 904,689	\$ 1,272,242	\$ 1,309,589	\$ 1,348,113	\$ 1,387,852	\$ 1,428,833
TOTAL EXPENDITURES (A)	\$ 72,175	\$ 1,831,025	\$ 665,339	\$ 904,689	\$ 1,272,242	\$ 1,309,589	\$ 1,348,113	\$ 1,387,852	\$ 1,428,833

*If tuition and fees for Graduate Assistants are included, please provide the following information.									
Base Tuition and Fees Rate	\$	-	16,167	16,975	17,824	18,715	19,651	20,634	21,665
Number of Graduate Assistants		-	3	3	3	3	3	3	3

	Planning Year	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
II. Revenue										
Tuition and Fees ²		-	486,720	887,677	1,323,861	1,360,034	1,397,293	1,435,669	1,475,197	
Institutional Reallocations ³	72,175	1,831,025	178,619	17,012	(51,619)	(50,445)	(49,180)	(47,817)	(46,364)	
Federal Grants ⁴		-	-	-	-	-	-	-	-	
Private Grants or Gifts ⁵		-	-	-	-	-	-	-	-	
Other ⁶		-	-	-	-	-	-	-	-	
BALANCED BUDGET LINE	\$	72,175	\$ 1,831,025	\$ 665,339	\$ 904,689	\$ 1,272,242	\$ 1,309,589	\$ 1,348,113	\$ 1,387,852	\$ 1,428,833

Notes:
(1) Provide the funding source(s) for the new or renovated space.
 New space or renovations will be funded from the College of Clinical and Rehabilitative Health Sciences carryover and contingency funding and from revenue generated by the program.

Page 2

(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.
 Tuition and fee revenue will be generated in year one of the program. The Academic Health Science Center (AHSC) at ETSU has a \$50.00 per credit hour course fee for courses taught within the AHSC. This course fee is earmarked for the college that generates the credit hours.

(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.
 Institutional reallocations will be funded from the College of Clinical and Rehabilitative Health Sciences carryover and contingency funding.

(4) Provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance) number.
 N/A

(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
 N/A

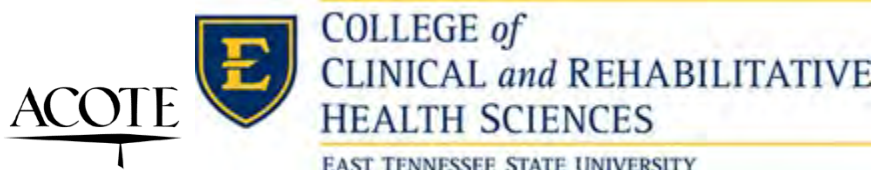
(6) Provide information regarding other sources of the funding.
 N/A

Appendix H Floor Plan and Projected Timeline for Completion



Projected Timeline for Completion		2019												2020												2021												2022			
	Months	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr						
Disclose in Capital Budget	◆																																								
Pre-programming	2																																								
SBC Project Approval																																									
Designer Selection	2																																								
Program	1																																								
Design	6																																								
Bid / Contract	1																																								
Construction	9																																								
OT Program Starts																																									

Appendix I
OTD Curriculum Mapping to ACOTE Standards



Curriculum Mapping

OT DOCTORAL-DEGREE-LEVEL STANDARDS: CONTENT REQUIREMENTS

Number	2018 OT Doctoral-Degree-Level Standard	Proposed OTD Courses at ETSU	
B.1.0.	<p>FOUNDATIONAL CONTENT REQUIREMENTS <i>Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the lifespan. If the content of the Standard is met through prerequisite coursework, the application of foundational content in the sciences must also be evident in professional coursework. The student will be able to:</i></p>		
B.1.1.	<p><i>Human Body, Development, and Behavior</i></p>	<p><i>Demonstrate knowledge of:</i></p> <ul style="list-style-type: none"> • <i>The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</i> • <i>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</i> • <i>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</i> 	<p><i>Prerequisites</i> OCTH 6101 Anatomy Lecture and Dissection (P & O) (6cr) OCTH 6203 Biomechanics/Kinesiology (P & O) (3cr) OCTH 6204 Neuroscience (PT, P & O) (6cr)</p>
B.1.2.	<p><i>Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices</i></p>	<p><i>Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices</i></p>	<p><i>Prerequisites</i> OCTH 6308 Human Development and</p>

		<i>in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.</i>	Performance Throughout the Lifespan OCTH 7113, OCTH Practice Skills II- Mental Health and Psychosocial (4cr) OCTH 7114 Community-based, Interprofessional Practice II (2cr)
B.1.3.	<i>Social Determinants of Health</i>	<i>Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.</i>	<i>Prerequisites</i> OCTH 6311 Practice Skills I- Pediatrics, OCTH7116 Orthopedics, OCHT 7218 Practice Skills V-Geriatrics
B.1.4.	<i>Quantitative Statistics and Qualitative Analysis</i>	<i>Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.</i>	<i>Prerequisites</i> OCTH 6208 Evidence Based Practice: Research Design, Methods, and Application I (P & O, PT) (2cr) OCTH 6309 Evidence Based Practice: Research Design, Methods, and Application II (P & O, PT) (2cr)
B.2.0.	<i>OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES</i> <i>Current and relevant interprofessional perspectives including rehabilitation, disability, and developmental as well as person/population-environment-occupation models, theories and frameworks of practice. The program must facilitate the development of the performance criteria listed below. The student will be able to:</i>		
B.2.1.	<i>Scientific Evidence, Theories, Models of Practice, and Frames of Reference</i>	<i>Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.</i>	OCTH 6310 Foundations of OT II: Theory and Practice (3cr) *All Practice Skills courses
B.2.2.	<i>Theory Development</i>	<i>Explain the process of theory development in occupational therapy and its desired impact and influence on society.</i>	OCTH 6310 Foundations of OT II: Theory and Practice (3cr)
B.3.0.	<i>BASIC TENETS OF OCCUPATIONAL THERAPY</i> <i>Courework must facilitate development of the performance criteria listed below. The student will be able to:</i>		
B.3.1.	<i>OT History, Philosophical Base, Theory, and Sociopolitical Climate</i>	<i>Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr)

B.3.2.	<i>Interaction of Occupation and Activity</i>	<i>Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr) OCTH 6310 Foundations of OT II: Theory and Practice (3cr) OCTH 7221 *Rehabilitation Technology and Environmental Modifications (P and O) (3cr) *All Practice Skills courses
B.3.3.	<i>Distinct Nature of Occupation</i>	<i>Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr) OCTH 7222 Administration and Leadership (P & O) (4cr)
B.3.4.	<i>Balancing Areas of Occupation, Role in Promotion of Health, and Prevention</i>	<i>Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr) OCTH 6310 Foundations of OT II: Theory and Practice (3cr) OCTH 6208 Evidence Based Practice: Research Design, Methods, and Application I (P & O, PT) (2cr) OCTH 7117 Practice Skills IV-Neurological disorders (4cr)
B.3.5.	<i>Effects of Disease Processes</i>	<i>Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.</i>	OCTH 6102 Pathophysiology and Conditions (P & O) (4cr) OCTH 6204 Neuroscience (PT, P & O) (6cr) OCTH 7113 Practice Skills II-Mental Health and Psychosocial (4cr)
B.3.6.	<i>Activity Analysis</i>	<i>Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.</i>	OCTH 6310 Foundations of OT II: Theory and Practice (3cr) OCTH 6312 Community-based, Interprofessional Practice I (2cr) OCTH 6311 Practice Skills I-Pediatrics (4cr) OCTH 7116 Practice Skills III-Orthopedics (4cr)

B.3.7.	Safety of Self and Others	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	OCTH 6310 Foundations of OT II: Theory and Practice (3cr) OCTH 7116 Practice Skills III-Orthopedics (4cr) OCTH 7218 Practice Skills V-Geriatrics (4cr)
B.4.0.	<p>SCREENING, EVALUATION, AND INTERVENTION PLAN The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations.</p> <p>INTERVENTION AND IMPLEMENTATION The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p> <p>The program must facilitate development of the performance criteria listed below. The student will be able to:</p>		
B.4.1.	Therapeutic Use of Self	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	OCTH 6312, OCTH 7114, OCTH 7219 Community-based, Interprofessional Practice I, II, III (2cr, 2cr, 2cr) OCTH 6206 Communication Skills for Health Professionals (Pharm, MD) (2cr) OCTH 7113 Practice Skills II-Mental Health and Psychosocial (4cr)
B.4.2.	Clinical Reasoning	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	OCTH 6204 Neuroscience (PT, P & O) (6cr) OCTH 6312, OCTH 7114, OCTH 7219 Community-based, Interprofessional Practice I, II, and III (2cr, 2cr, 2cr) *All Practice Skills courses
B.4.3.	Occupation-Based Interventions	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	OCTH 6203 *Biomechanics/Kinesiology (P & O) (3cr) OCTH 7117 Practice Skills IV-Neurological disorders (4cr) Practice Skills III- Orthopedics (4cr)

B.4.4.	<i>Standardized and Nonstandardized Screening and Assessment Tools</i>	<p><i>Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.</i></p> <p><i>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</i></p> <p><i>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</i></p>	<p>OCTH 6310 Foundations of OT II: Theory and Practice (3cr)</p> <p>OCTH 6203 *Biomechanics/Kinesiology (P & O) (3cr)</p> <p>*All Practice Skills courses</p>
B.4.5.	<i>Application of Assessment Tools and Interpretation of Results</i>	<p><i>Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols.</i></p> <p><i>Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).</i></p>	<p>OCTH 6312 Community-based, Interprofessional Practice I (2cr)</p> <p>*All Practice Skills courses</p>
B.4.6.	<i>Reporting Data</i>	<p><i>Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.</i></p>	<p>OCTH 6309 Evidence Based Practice: Research Design, Methods, and Application II (P & O, PT) (2cr)</p> <p>OCTH 7222 Administration and Leadership (P & O) (4cr)</p>
B.4.7.	<i>Interpret Standardized Test Scores</i>	<p><i>Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.</i></p>	<p>OCTH 6208 Evidence Based Practice: Research Design, Methods, and Application I (P & O, PT) (2cr)</p> <p>OCTH 6311 Practice Skills I- Pediatrics (4cr)</p>
B.4.8.	<i>Interpret Evaluation Data</i>	<p><i>Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.</i></p>	<p>OCTH 7114 Community-based, Interprofessional Practice II (2cr)</p>

			OCTH 7219 Community-based, Interprofessional Practice III (2cr)
B.4.9.	<i>Remediation and Compensation</i>	<i>Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.</i>	OCTH 6204 Neuroscience (PT, P & O) (6cr) OCTH 7113 Practice Skills II-Mental Health and Psychosocial (4cr) OCTH 7117 Practice Skills IV-Neurological disorders (4cr)
B.4.10.	<i>Provide Interventions and Procedures</i>	<i>Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</i>	OCTH 6312 Community-based, Interprofessional Practice I (2cr) OCTH 7114 Community-based, Interprofessional Practice II(2cr) OCTH 7116 Practice Skills III-Orthopedics (4cr)
B.4.11.	<i>Assistive Technologies and Devices</i>	<i>Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.</i>	OCTH 7221 Rehabilitation Technology and Environmental Modifications (P and O) (3cr)
B.4.12.	<i>Orthoses and Prosthetic Devices</i>	<i>Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.</i>	OCTH 7116 Practice Skills III-Orthopedics (4cr)
B.4.13.	<i>Functional Mobility</i>	<i>Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</i>	OCTH 7117 Practice Skills IV-Neurological disorders (4cr) OCTH 7116 Practice Skills III-Orthopedics (4cr) OCTH 7218 Practice Skills V-Geriatrics (4cr)
B.4.14.	<i>Community Mobility</i>	<i>Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.</i>	OCTH 7221 *Rehabilitation Technology and Environmental Modifications (P and O) (3cr)
B.4.15.	<i>Technology in Practice</i>	<i>Demonstrate knowledge of the use of technology in practice, which must include:</i> <ul style="list-style-type: none"> • <i>Electronic documentation systems</i> • <i>Virtual environments</i> 	OCTH 7221*Rehabilitation Technology and Environmental Modifications (P and O) (3cr)

		<ul style="list-style-type: none"> • <i>Telehealth technology</i> 	
B.4.16.	<i>Dysphagia and Feeding Disorders</i>	<i>Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.</i>	OCTH 6311 Practice Skills I-Pediatrics (4cr)
B.4.17.	<i>Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices</i>	<i>Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.</i>	OCTH 7116 Practice Skills III-Orthopedics (4cr)
B.4.18.	<i>Grade and Adapt Processes or Environments</i>	<i>Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.</i>	OCTH 7116 Practice Skills III-Orthopedics (4cr) OCTH 7221 *Rehabilitation Technology and Environmental Modifications (P and O) (3cr)
B.4.19.	<i>Consultative Process</i>	<i>Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.</i>	OCTH 6206 Communication Skills for Health Professionals (Pharm, MD) (2cr) OCTH 6312, OCTH 7114, OCTH 7219 Community-based, Interprofessional Practice I, II, and III (2cr, 2cr, 2cr)
B.4.20.	<i>Care Coordination, Case Management, and Transition Services</i>	<i>Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.</i>	OCTH 6312, OCTH 7114, OCTH 7219 Community-based, Interprofessional Practice I, II, and III (2cr, 2cr, 2cr)
B.4.21.	<i>Teaching–Learning Process and Health Literacy</i>	<i>Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches:</i> <ul style="list-style-type: none"> • <i>To design activities and clinical training for persons, groups, and populations.</i> • <i>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</i> 	OCTH 7219 Community-based, Interprofessional Practice III (2cr) OCTH 7113 Practice Skills II-Mental Health and Psychosocial (4cr)
B.4.22.	<i>Need for Continued or Modified Intervention</i>	<i>Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational</i>	OCTH 7117 Practice Skills IV-Neurological disorders (4cr)

		<i>therapy intervention and the need for continued or modified intervention.</i>	OCTH 7218 Practice Skills V-Geriatrics (4cr)
B.4.23.	<i>Effective Communication</i>	<i>Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.</i>	OCTH 6206 Communication Skills for Health Professionals (Pharm, MD) (2cr) OCTH 7113 Practice Skills II-Mental Health and Psychosocial (4cr)
B.4.24.	<i>Effective Intraprofessional Collaboration</i>	<i>Demonstrate effective intraprofessional OT/OTA collaboration to:</i> <ul style="list-style-type: none"> • <i>Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</i> • <i>Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</i> 	OCTH 6312 Community-based, Interprofessional Practice I (2cr)
B.4.25.	<i>Principles of Interprofessional Team Dynamics</i>	<i>Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.</i>	OCTH 6206 Communication Skills for Health Professionals (Pharm, MD) (2cr) OCTH 6312, OCTH 7114, OCTH 7219 Community-based, Interprofessional Practice I, II, III (2cr, 2cr, 2cr)
B.4.26.	<i>Referral to Specialists</i>	<i>Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.</i>	OCTH 7219 Community-based, Interprofessional Practice III (2cr)
B.4.27.	<i>Community and Primary Care Programs</i>	<i>Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.</i>	OCTH 7219 Community-based, Interprofessional Practice III (2cr)
B.4.28.	<i>Plan for Discharge</i>	<i>Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.</i>	OCTH 7219 Community-based, Interprofessional Practice III (2cr)
B.4.29.	<i>Reimbursement Systems and Documentation</i>	<i>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g.,</i>	OCTH 6310 Foundations of OT II: Theory and Practice (3cr)

		<p><i>CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</i></p> <p><i>Documentation must effectively communicate the need and rationale for occupational therapy services.</i></p>	OCTH 7222 Administration and Leadership (P & O) (4cr)
B.5.0.	<p>CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</p> <p><i>Context of service delivery includes knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.</i></p> <p><i>Management and leadership skills of occupational therapy services include the application of principles of management and systems in the provision of occupational therapy services to persons, groups, populations, and organizations.</i></p> <p><i>The program must facilitate development of the performance criteria listed below. The student will:</i></p>		
B.5.1.	<p><i>Factors, Policy Issues, and Social Systems</i></p>	<p><i>Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.</i></p>	OCTH 7222 *Administration and Leadership (P & O) (4cr)
B.5.2.	<p><i>Advocacy</i></p>	<p><i>Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.</i></p>	OCTH 7222 *Administration and Leadership (P & O) (4cr)
B.5.3.	<p><i>Business Aspects of Practice</i></p>	<p><i>Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.</i></p>	OCTH 7222 *Administration and Leadership (P & O) (4cr)
B.5.4.	<p><i>Systems and Structures That Create Legislation</i></p>	<p><i>Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy.</i></p>	OCTH 7222 *Administration and Leadership (P & O) (4cr)
B.5.5.	<p><i>Requirements for Credentialing and Licensure</i></p>	<p><i>Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements</i></p>	OCTH 7222 *Administration and Leadership (P & O) (4cr)

		for licensure, certification, or registration consistent with federal and state laws.	
B.5.6.	Market the Delivery of Services	Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	OCTH 7222 *Administration and Leadership (P & O) (4cr)
B.5.7.	Quality Management and Improvement	Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.	OCTH 7222 *Administration and Leadership (P & O) (4cr)
B.5.8.	Supervision of Personnel	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.	OCTH 6310 Foundations of OT II: Theory and Practice (3cr) OCTH 7222 Administration and Leadership (P & O) (4cr)
B.6.0.	<p>SCHOLARSHIP</p> <p>Promotion of science and scholarly endeavors will serve to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to:</p>		
B.6.1.	Scholarly Study	<ul style="list-style-type: none"> • Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the: <ul style="list-style-type: none"> - Level of evidence - Validity of research studies - Strength of the methodology - Relevance to the profession of occupational therapy • Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. • Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, 	OCTH 6208 Evidence Based Practice: Research Design, Methods, and Application I (P & O, PT) (2cr) OCTH 6309 Evidence Based Practice: Research Design, Methods, and Application II (P & O, PT) (2cr) OCTH 7115 Directed Evidence-Based Project I (2cr) OCTH 7220 Directed Evidence-Based Project II (1cr)

		<p><i>Scholarship of Teaching and Learning).</i> <i>This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard.</i></p>	
B.6.2.	Quantitative and Qualitative Methods	<p><i>Select, apply, and interpret quantitative and qualitative methods for data analysis to include:</i></p> <ul style="list-style-type: none"> • <i>Basic descriptive, correlational, and inferential quantitative statistics.</i> • <i>Analysis and synthesis of qualitative data.</i> 	<p>OCTH 6208 Evidence Based Practice: Research Design, Methods, and Application I (P & O, PT) (2cr)</p> <p>OCTH 6309 Evidence Based Practice: Research Design, Methods, and Application II (P & O, PT) (2cr)</p>
B.6.3.	Scholarly Reports	<p><i>Create scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences.</i></p>	<p>OCTH 6309 Evidence Based Practice: Research Design, Methods, and Application II (P & O, PT) (2cr)</p> <p>OCTH 7220 Directed Evidence-Based Project II (1cr)</p>
B.6.4.	Locating and Securing Grants	<p><i>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development.</i></p>	<p>OCTH 6208 Evidence Based Practice: Research Design, Methods, and Application I (P & O, PT) (2cr)</p>
B.6.5.	Ethical Policies and Procedures for Research	<p><i>Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.</i></p>	<p>OCTH 6309 Evidence Based Practice: Research Design, Methods, and Application II (P & O, PT) (2cr)</p>
B.6.6.	Preparation for Work in an Academic Setting	<p><i>Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.</i></p>	<p>OCTH 6313 Educational Strategies in Occupational Therapy (3cr) <i>Awaiting internal ETSU approval)</i></p>
B.7.0.	<p>PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES</p> <p><i>Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and</i></p>		

	population health. The program must facilitate development of the performance criteria listed below. The student will be able to:		
B.7.1.	<i>Ethical Decision Making</i>	<i>Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr) OCTH 7222 Administration and Leadership (P & O) (4cr)
B.7.2.	<i>Professional Engagement</i>	<i>Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr)
B.7.3.	<i>Promote Occupational Therapy</i>	<i>Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.</i>	OCTH 7222 Administration and Leadership (P & O) (4cr) Community-based, OCTH 7219 Interprofessional Practice III (2cr) OCTH 7223 Doctoral Capstone Seminar (2cr)
B.7.4.	<i>Ongoing Professional Development</i>	<i>Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.</i>	OCTH 6205 Foundations of OT I: History, Philosophy, Professionalism, Ethics (2cr) OCTH 7223 Doctoral Capstone Seminar (2cr) OCTH 7222 Administration and Leadership (P & O) (4cr)
B.7.5.	<i>Personal and Professional Responsibilities</i>	<i>Demonstrate knowledge of personal and professional responsibilities related to:</i> <ul style="list-style-type: none"> • <i>Liability issues under current models of service provision.</i> • <i>Varied roles of the occupational therapist providing service on a contractual basis.</i> 	OCTH 7222 Administration and Leadership (P & O) (4cr) Doctoral Capstone Seminar (2cr)
C.1.0.	Fieldwork Education		
C.1.7.	<i>At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.</i>		OCTH 7114 Community-based, Interprofessional Practice II(2cr)
C.1.9.	<i>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: • Simulated environments •</i>		OCTH 6312 Community-based, Interprofessional Practice I (2cr) OCTH 7114 Community-based, Interprofessional Practice II(2cr)

	Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	OCTH 7219 Community-based, Interprofessional Practice III (2cr)
C.1.10.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings	OCTH 8124 Level II Fieldwork I (10cr) OCTH 8225 Level II Fieldwork II (10cr)
D.1.0.	Doctoral Capstone The doctoral capstone consists of two parts: • Capstone project • Capstone experience The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained	
D.1.3.	Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.	OCTH 7223 Doctoral Capstone Seminar (2cr) OCTH 8226 Directed Capstone Project I (1cr)
D.1.5.	Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.	OCTH 8328 Capstone Experience (12cr)
D.1.8.	Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.	OCTH 8329 Directed Capstone Project II (1cr)

Appendix J
Approval Letter of Reorganization of RHSC Department Structure



September 7, 2020

Dr. Don Samples, Dean
College of Clinical and Rehabilitative Health Sciences
East Tennessee State University
P.O. Box 70282
Johnson City, TN 37614

Dear Dr. Samples:

I am pleased to approve your request to reorganize the portfolio of rehabilitation science programs in the College of Clinical and Rehabilitative Sciences, including the Doctor of Physical Therapy program which currently exists as a stand-alone department, into the multi-and interdisciplinary Department of Rehabilitative Sciences. It is understood that this reorganization will allow for a more appropriate program structure for all rehabilitative health programs within the college and will provide more efficient and effective administration of interdisciplinary educational opportunities in rehabilitative science programs.

Thank you for your foresight in this reorganization process, and I look forward to growth in your rehabilitation program offerings and continued excellence in academic achievement that our Physical Therapy program represents.

Sincerely,

Dr. Wilsie S. Bishop
ETSU Senior Vice President for Academics
and Interim Provost

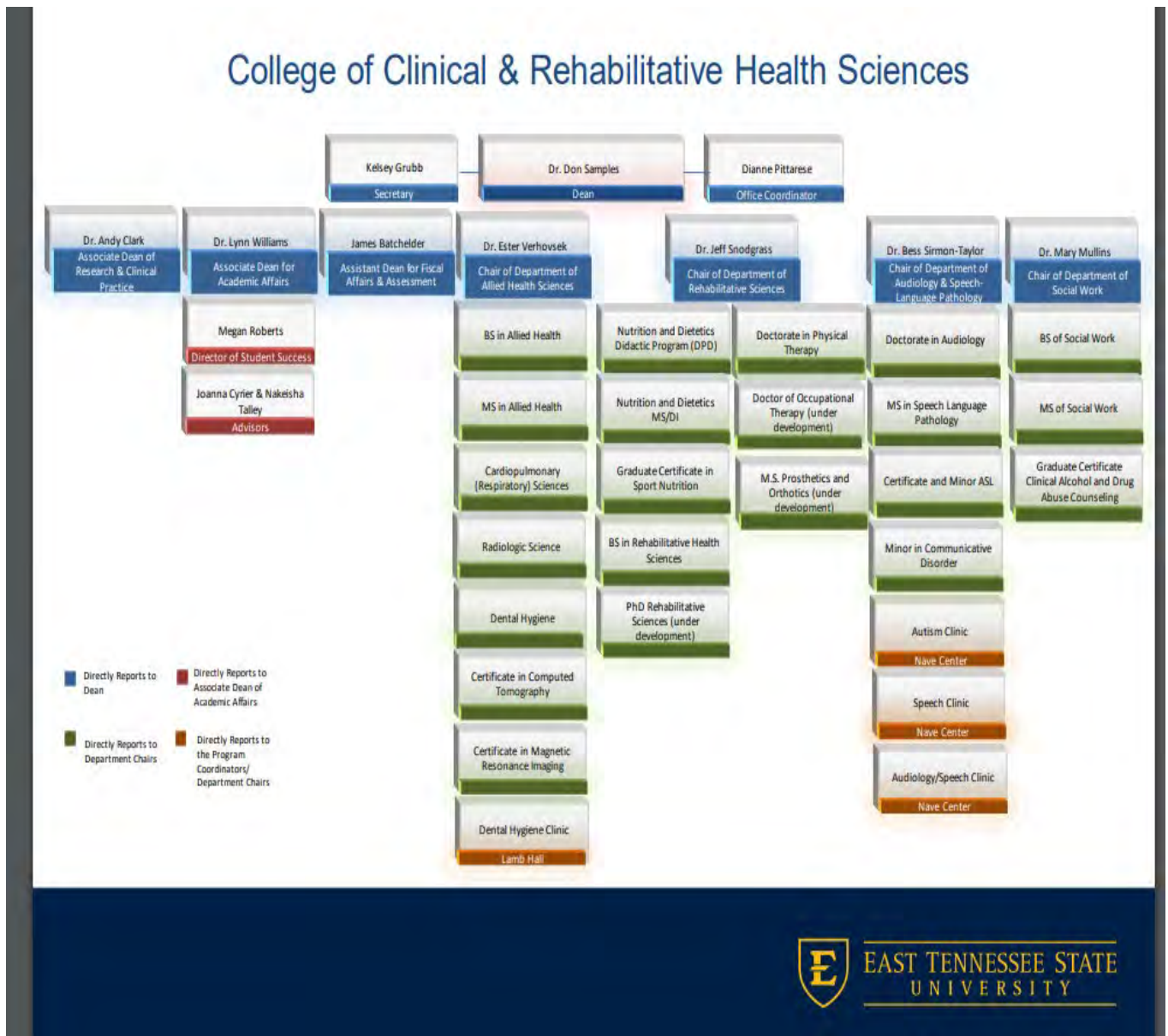
Attachment: CRHS Organizational Chart

cc: Dr. Brian E. Noland, President ETSU

1276 Gilbreath Drive • ETSU Box 70733 • Johnson City TN 37614-1710 • (423) 439-4811 • (423) 439-5800 (fax)

Appendix K

College of Clinical and Rehabilitative Health Sciences Organizational Chart



Appendix L
OTD Full Curriculum Syllabi
(*See separate document*)



COLLEGE *of*
CLINICAL *and* REHABILITATIVE
HEALTH SCIENCES

EAST TENNESSEE STATE UNIVERSITY

Doctoral Degree in Occupational Therapy

Effective
Summer 2022

Why Offer Doctor of Occupational Therapy at ETSU?

- Occupational therapy's professional purpose aligns with ETSU's vision and mission.
 - Improve the quality of life in the region and greater Appalachian area.
 - Builds on the diverse health science academic and clinic focus of ETSU
 - Broaden the comprehensive nature of rehabilitation education offered at ETSU.



How does a Doctor of Occupational Therapy Align with the State Master Plan?

- Increases the educational attainment levels of area citizens.
- Positively impacts the healthcare service to the community and in the Appalachian region.
- Immersion in an interprofessional educational experience increases the students' understanding of the evolving healthcare landscape.



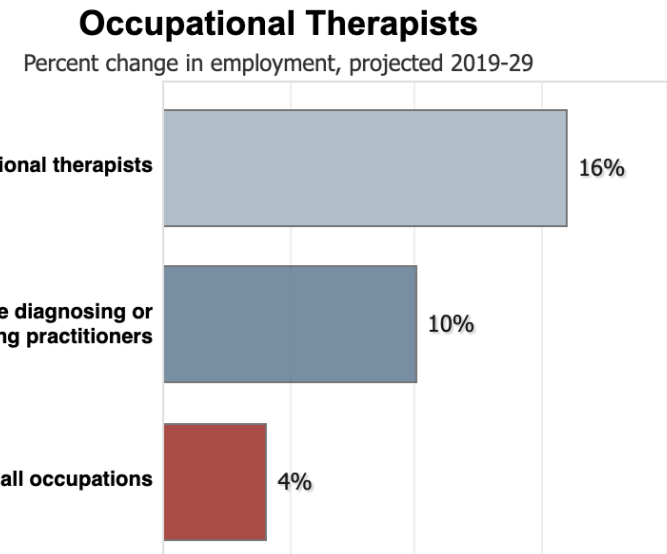
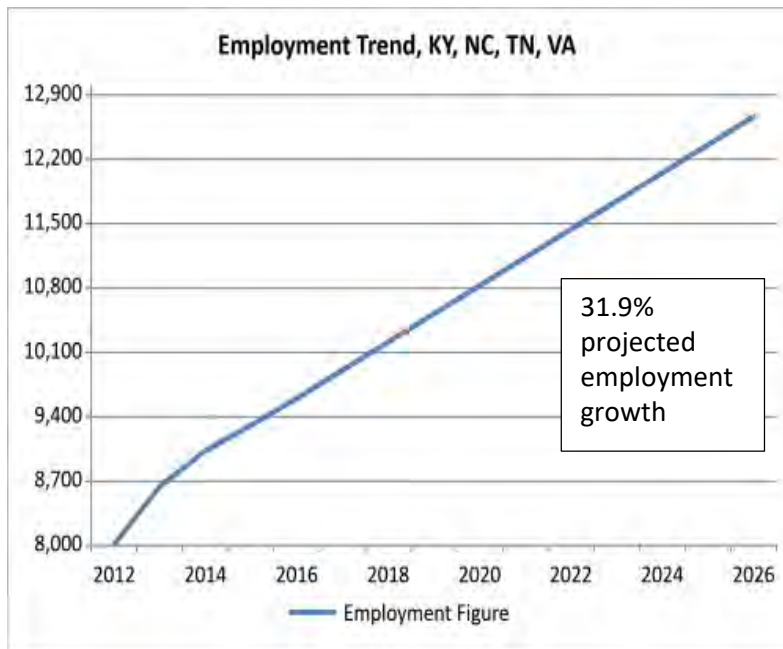
Accreditation

- DOE recognized accrediting agency for occupational therapy education: ACOTE® (Accreditation Council for Occupational Therapy Education)
- Proof of maximum educational effectiveness in occupational therapy education and verification quality OT educational programs.
- Initial application for accreditation to be submitted this spring.



Demand Projections for Licensed Occupational Therapy Practitioners

- Regional Projected Demand
- National Projected Demand



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program



Regional Demand of Occupational Therapy Services

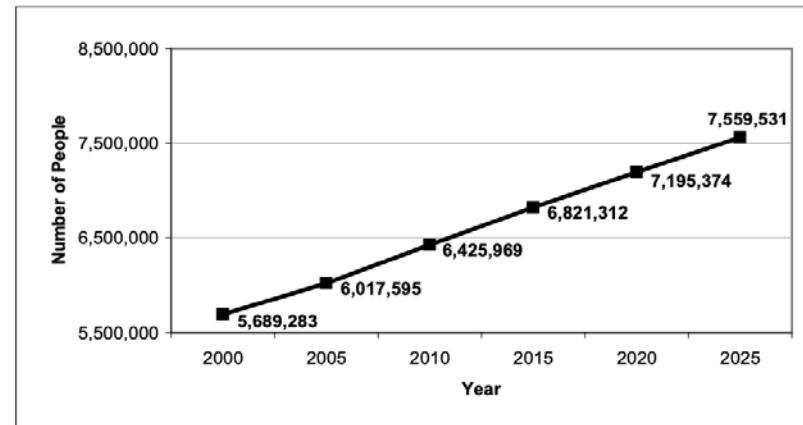
- 24% OT job growth in Tennessee
- Currently, OT is less prevalent in this region compared with the national average.
- Regional aging population increases the need to respond to the unique healthcare needs of this area.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Occupational Therapists.

Population Projections for Tennessee, 2005 to 2025

Projected Population Growth for State of Tennessee, 2005 to 2025

Census	
2000	5,689,283
Projected	
2005	6,017,595
2010	6,425,969
2015	6,821,312
2020	7,195,374
2025	7,559,531



Tennessee Advisory Commission on Intergovernmental Relations
Center for Business and Economic Research



COLLEGE of
CLINICAL and REHABILITATIVE
HEALTH SCIENCES

146

Proposed Occupational Therapy Doctorate

- Three academic years
- Eight terms
- Interdisciplinary curriculum that weaves evidence-based “best practice”
- 105 credit hours
- 30 students per cohort
- 6 full-time faculty

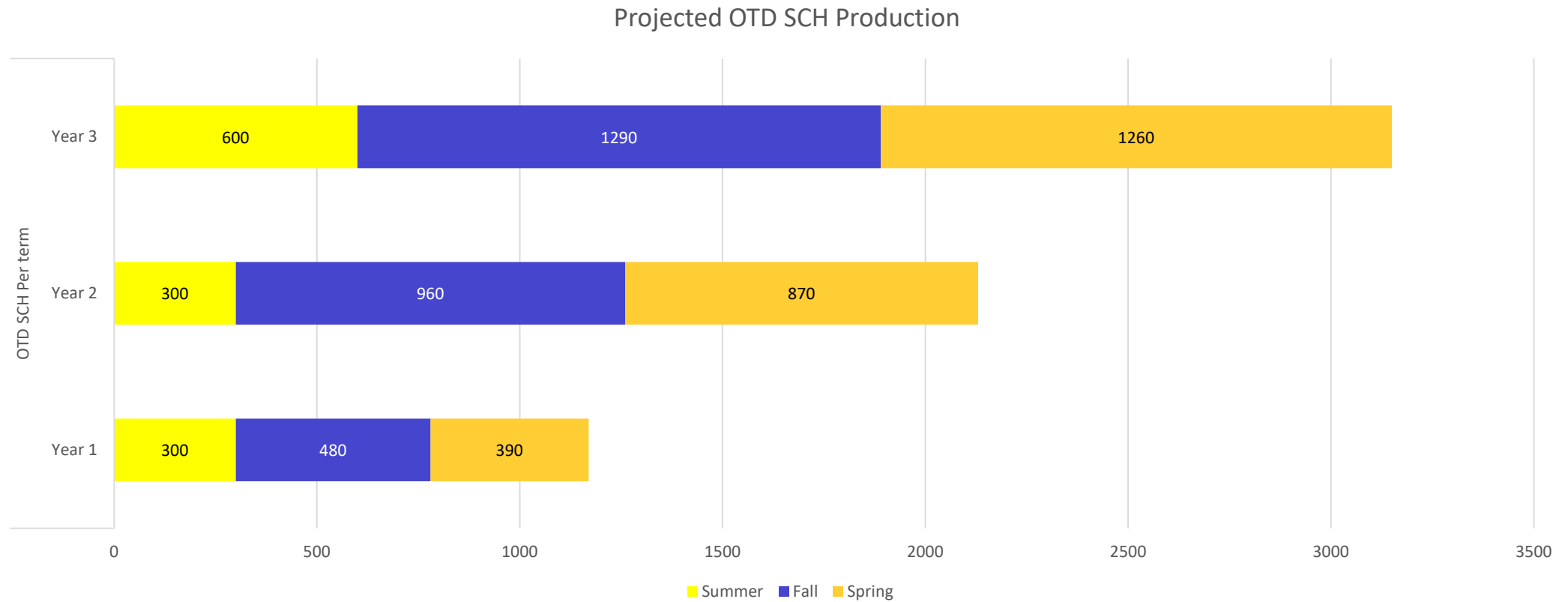


Projected Enrollment

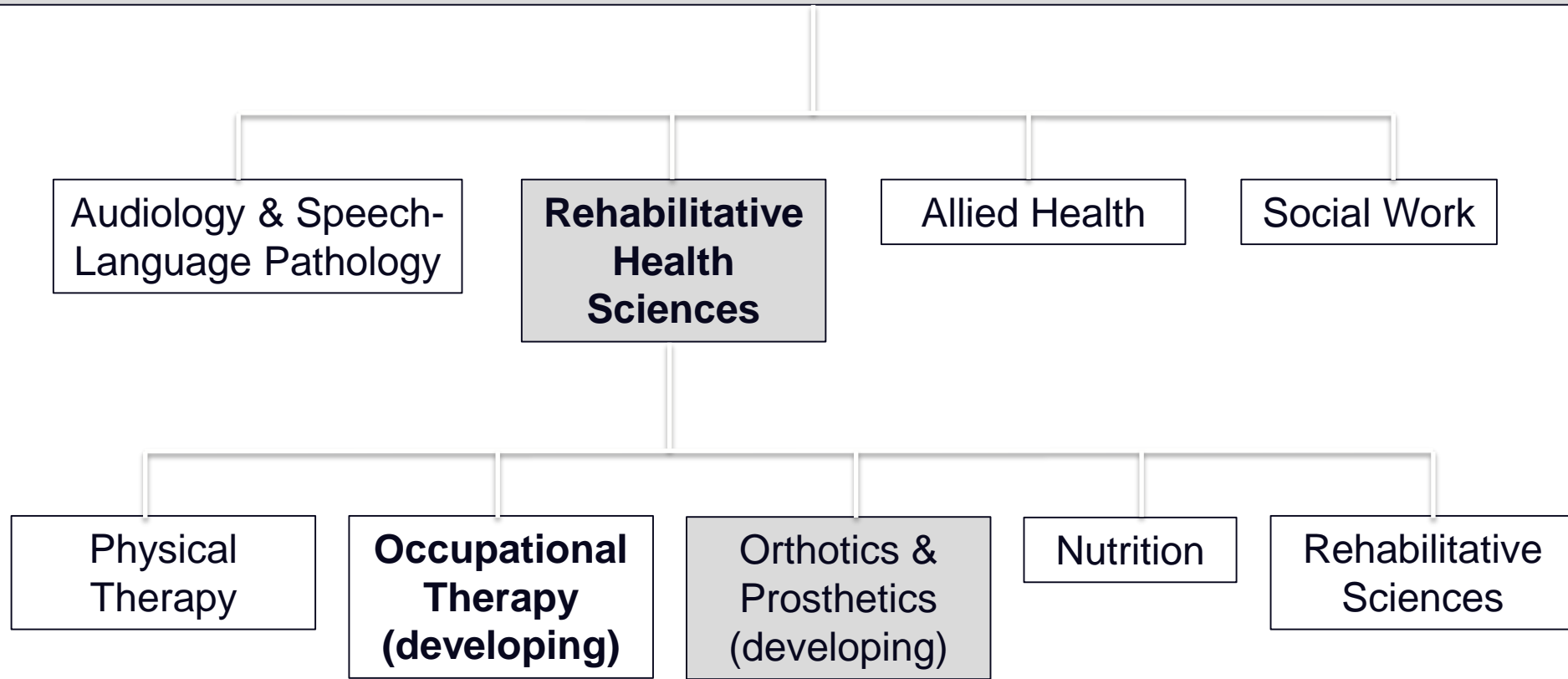
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
24	54	84	90	90	90	90



Doctor Occupational Therapy Credit Hour Projections

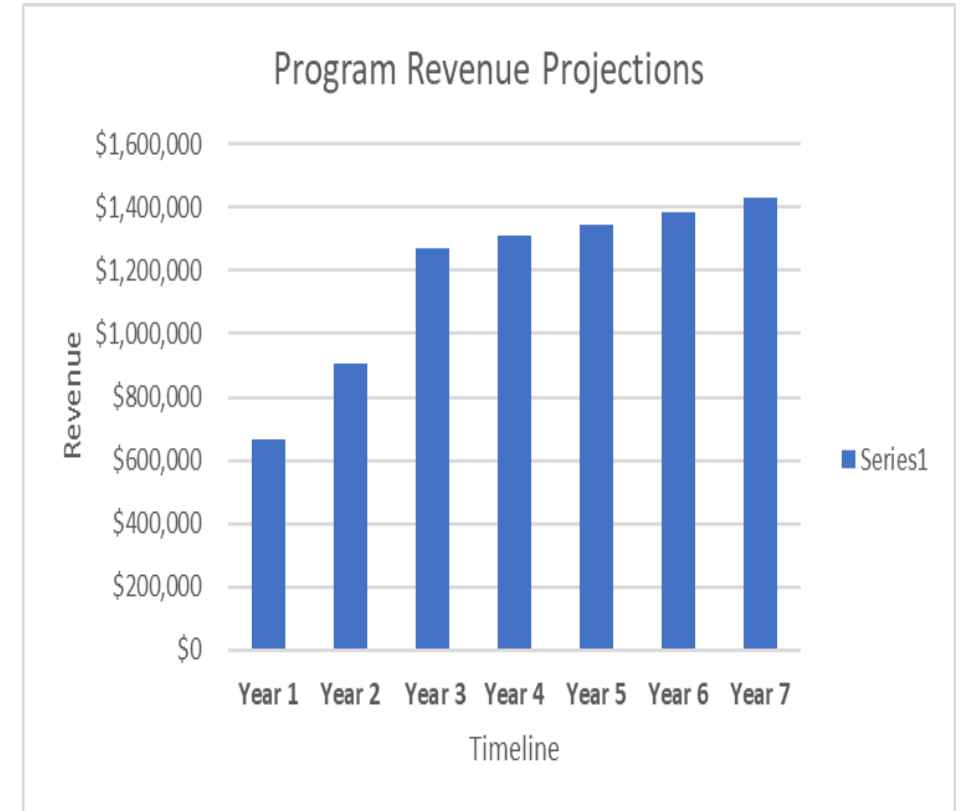


College of Clinical & Rehabilitative Health Sciences



Costs and Revenue Projections

- Institutional reallocations will be necessary in the planning year and first two years of implementation and will be funded from the College of Clinical and Rehabilitative Health Sciences' carryover and contingent funding.
- There are currently no federal grants, private grants, or gifted funds to establish the OTD program.
- The proposed OTD program will have revenue that exceeds expenditures by the third year.
- Refer to the THEC Financial Projection Form for the planning and implementation timeline.



VA Building 2, 1st floor



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 19, 2021

ITEM: Approval of the Letter of Notification (LON) Regarding the Establishment of a M.S. in Applied Data Science

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Wilsie Bishop
Senior Vice President for Academics and Interim Provost

The Letter of Notification (LON) for the Master of Science in Applied Data Science is presented to the East Tennessee State University Board of Trustees (ETSUBOT) as a review protocol necessary for the establishment of a new academic program. This item was approved internally – including approval by Academic Council, University Council and President Noland - according to established procedures. Pending the Board of Trustee’s approval, the item will be sent to the Tennessee Higher Education Commission (THEC) where it will be posted for public comment, a review by external academic evaluators will be conducted, and the program proposal will be presented the Commission for final approval. Unless substantial curricular or fiscal changes are made to this academic program proposal as a result of the THEC and external consultant reviews no additional action will be required by the ETSU Board of Trustees.

This multi-disciplinary program was developed through the collaboration of the Math and Statistics department in the college of Arts and Sciences and the Computing department in the College of Business and Technology and will be housed in the Math and Statistics department. Applied Data Science is the study of techniques for collecting, processing, and drawing inferences from all manner of data. A multi- disciplinary area, it uses statistics in conjunction with a large repertory of programming tools to extract and organize knowledge from large volumes of structured and unstructured data. The growing importance of Data Science in technology, health services, administration, and other industry arenas calls for a well-trained Data Science workforce. At this juncture, the demand for data scientists exceeds supply. According to the U.S. Bureau of Labor Statistics, the need for practitioners of Data Science will result in 11.5 million job openings by 2026.

The proposed Masters Degree in Applied Data Science (M.S.A.D.S.) will help enhance the ETSU program offerings associated with high need employment areas while providing graduate students an opportunity to promote data literacy across many disciplines, while enhancing Data Science expertise by providing comprehensive and in-depth training. Enrollment in this program

is expected to be driven by the excellent employment opportunities for program graduates. The new degree will enhance student mathematical and computational proficiency while providing real-world experiences through internships with local industries, healthcare or administrative units. An extensive elective track will allow students to focus their professional aspirations on specific data-related disciplines. The proposed M.S.A.D.S. consists of courses from math/statistics and computer science, supplemented by electives that emphasize data management and manipulation. A capstone project requiring students to complete a team-oriented project for an industrial partner, will provide students an opportunity to engage in professional work while enhancing ETSU relations with partnering organizations.

The program will be delivered on-ground as well as online to ensure that working professionals and traditional students both have opportunities to participate in this degree offering. Graduates of this program will be prepared to excel in a diverse workforce and confront the challenges posed by big data processing.

Attachments:

- Letter of Notification
- THEC Financial Projections Form

MOTION: I move that the Academic, Research and Student Success Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Establishment of a Masters of Science in Applied Data Science is approved by the ETSU Board of Trustees as outlined in the meeting materials. The University is directed to submit the Letter of Notification to the Tennessee Higher Education Commission (THEC) and complete all additional steps required by THEC and ETSU for full implementation of this new academic program should THEC support the proposal during its post-external judgment determination.



EAST TENNESSEE STATE UNIVERSITY

LETTER OF NOTIFICATION (LON)
for a
Master of Science
In
Applied Data Science



EAST TENNESSEE STATE UNIVERSITY

Proposal for a Master of Science in Applied Data Science

Table of Contents

Letter of Notification		Page
A	Background Concerning Academic Program Development	3
B	Purpose and Nature of the Proposed Academic Program	5
1	Description of the Academic Program	5
2	Target Audience	5
3	Purpose	5
4	Program Outcomes	5
5	Delivery method (on-ground, online, hybrid)	6
6	Any other pertinent information	6
C	Alignment with State Master Plan and Institutional Mission	6
D	Institutional Capacity to Deliver the Proposed Academic Program	7
E	Existing Programs Offered at Public and Private Tennessee Institutions	7
F	Feasibility Study	9
G	Program Costs/Revenues	13
1	Projected Enrollments	13
2	Expenses	14
3	Revenues	14
4	Expenditure/Revenue Summary	15
H	THEC Financial Projection Form	15
I	Appendices	17
A	Proposed Curriculum	18
B	Letters of Recommendation	22
C	EAB Assessment	28



EAST TENNESSEE STATE UNIVERSITY

Academic Program Name, Degree Designation, Proposed CIP Code, and CIP Code Title:

Name: *Applied Data Science*
Designation: MS
Proposed CIP Code and Title: 30.7001 (Data Science, General)

Proposed Implementation Date:

Fall 2021

Academic Program Liaison (APL) Name and Contact Information:

Wilsie S. Bishop
Senior Vice President for Academics and Interim Provost
P.O. Box 70733
Johnson City, TN 37614
(423) 439-4811
bishopws@etsu.edu

A. Background Concerning Academic Program Development

Data Science is the study of techniques for collecting, processing, and drawing inferences from all manner of data. A multi-disciplinary area, it uses statistics in conjunction with a large repertory of programming tools to extract and organize knowledge from large volumes of structured and unstructured data.

The growing importance of Data Science in technology, industry, health services, administration, and other arenas calls for a well-trained Data Science workforce. At this juncture, the demand for data scientists exceeds the supply. According to the U.S. Bureau of Labor Statistics, the need for practitioners of Data Science will create 11.5M job openings by 2026¹. According to IBM, the demand for Data Scientists will increase up to 28% by the year 2020.²

Given this situation, the need for higher education to build Data Science capacity and attract more students to courses in Data Science and Analytics is evident: every major industry needs these capabilities to succeed. There is a great need to create multidisciplinary hubs versus discipline-specific silos; advance data-related skills for all students in all disciplines; strengthen ties with professional societies; and develop curricula to open and expand pathways for a diverse workforce ready to confront the challenges posed by big data processing.

The proposed Masters Degree in Applied Data Science (M.S.A.D.S.) will help to alleviate this need by promoting data literacy across many of ETSU's disciplines, while enhancing Data Science expertise by providing students with comprehensive and in-depth training. Enrollments will be driven by the excellent present and future employment opportunities for the program's graduates. The new degree will enhance students' mathematical and computational proficiency while providing real-world experiences through internships with local industries, healthcare or administrative units. At same time, an extensive elective track will guide their efforts to identify suitable concentrations within the rich spectrum of data-related disciplines.

¹Handbook of U.S. Labor Statistics 2019: Employment, Earnings, Prices, Productivity, and Other Labor Data (U.S. DataBook Series) 22nd Edition, U.S. DataBook Series, Bernan Press (June 26, 2019)

²<https://www.forbes.com/sites/louiscolombus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/#461dae947e3b>

B. Purpose and Nature of the Proposed Academic Program

<p>1. Description of the academic program</p>	<p>The proposed M.S.A.D.S. consists of courses from math/statistics and computer science, supplemented by electives that emphasize data management and manipulation and a capstone project requiring students to complete a team-oriented project for an industrial partner.</p> <p>The program's core consists of ten 3-credit-hour courses that provide a general introduction to Data Science, including Artificial Intelligence, Machine Learning, and Cloud Computing. The program's core courses will enable students to select and use statistical techniques to infer knowledge from data, in response to the marketplace's continuing demand for such analysis. Additionally, the program's core courses will teach the use of software applications and languages for carrying out these analyses. The skills that these courses will teach will apply to most common domains of inquiry.</p> <p>Many of the core program's concepts and applications are currently taught in courses offered by ETSU's Departments of Mathematics and Statistics and Computing. This material, however, is scattered throughout these curricula and presented from a perspective that is specific to the needs and backgrounds of the departments' majors. The proposed M.S.A.D.S. curriculum will adapt this material to this program's needs, reassembling and reframing it to form coherent, novel, and data-centered courses.</p> <p>The core is supplemented by about 90 preexisting data-centric courses offered by ETSU's graduate programs (see Appendix A). The M.S.A.D.S. will offer concentrations such as Computation, Sport Science, and Health Sciences, corresponding to different choices of these electives. A maximum of nine credit hours is allocated to the elective curriculum. As an alternative, students may choose a thesis option in combination with six credit hours from the electives.</p> <p>In keeping with the program's practical focus, students will interact with local corporations on data related projects. This goal will be realized through internships with local business or health-related institutions. These arrangements will provide hands-on experience in applying Data Science to realistic problems and make students more competitive on the job market. Non-thesis students will choose a two-semester project with a partnering organization. For thesis students, this involvement will be limited to one semester.</p>
<p>2. Target audience</p>	<p>Prospective students will include, but not be limited to, students of mathematics, statistics, and computer science. Due to its highly interdisciplinary nature, the M.S.A.D.S. should attract students with a wide variety of academic interests, such as business, health sciences, social sciences, and the core natural sciences.</p>
<p>3. Purpose</p>	<p>The program is designed to train professionals who can manage and manipulate massive, potentially complex datasets; analyze their content; and effectively communicate these analyses' results and significance to managers and other decision-making personnel.</p>
<p>4. Program outcomes</p>	<p>Students who complete the program will be able to do the following:</p> <ul style="list-style-type: none"> • use advanced knowledge in mathematics, statistics, and computer science to help collect, administer, and curate large datasets • identify appropriate analyses for addressing employers' needs for drawing inferences from large and/or irregular collections of data • modify algorithms/techniques for implementing these analyses when the problem necessitates such a modification. • assist others in visualizing these analyses' results

5.Delivery method	<p>Students will be able to choose between on-line or on-ground delivery for all M.S.A.D.S. core courses. All of the proposed core classes have already been offered or are being piloted as on-ground courses. All have also been offered or will be converted to on-line format.</p> <p>At the program’s inception, each course will be offered in both modes of delivery. On-line sections will feature streamed lectures, with all auxiliary materials being provided on course websites. On-line office hours and further contact opportunities between students and their teachers, industrial mentors, and peers will be arranged.</p> <p>Within three years, this initial setup will be developed into a more advanced on-line delivery method with smaller video lectures and engaging on-line activities, matching those presented in classrooms.</p>
6.Any other pertinent information	<p>We intend to create an attractive 3+2 option for undergraduate mathematics or computer science majors, allowing an undergraduate student to complete a B.S. in one of these two majors together with a M.S. in Applied Data Science in 5 years.</p>

C. Alignment with State Master Plan and Institutional Mission

The Master Plan for Tennessee Postsecondary Education 2015-2025¹ envisions an increase in educational attainment in areas that address Tennessee’s economic, workforce, and research needs, along with increased degree production within the state’s capacity to support higher education. The high present and projected demand for applied data science aligns the proposed M.S.A.D.S. with the Master Plan’s goals for economic and workforce development. On the basis of student interest (see *Program Feasibility*) as well as unique professional opportunities for program graduates, the M.S.A.D.S. should increase degree production.

The M.S.A.D.S. aligns with ETSU’s statement of Mission and Values², which commits ETSU to promoting *a balance of liberal arts and professional preparation, and continuous improvement*. Data management and analysis is a cross-cutting concern across multiple fields of study, including

- the Arts, including the cataloguing of artworks and the monitoring of patrons’ reactions to the static and the performing arts
- Health Sciences, including preparation and processing of large biomedical data sets, aiding health related research, such as drug discovery and appraisal, or exploration of genetic diseases
- Business, including the rapid analysis of decades of historical data on business performance and customer preferences
- Sociology, where data of relevance are, for instance, those from US Census, from surveys of social and political trends, Gallup polls, and further, registration data or taxation records
- Political Science, including the analysis of public sentiment regarding governmental policy and candidates for public offices
- Chemistry, involving the extraction of chemical information from databases exceeding those previously available by orders of magnitude. Those databases have emerged recently due to novel experimental techniques such as high throughput screening, or parallel synthesis.
- Geography and Geosciences, including data produced by sensor networks
- Physics, including radio astronomy and particle physics
- Life sciences, Bioinformatics, and Computational Biology, including DNA analysis and pharmacology.

As an interdisciplinary endeavor, the M.S.A.D.S. will link ETSU’s academic disciplines, advancing research and related activities across ETSU’s highly diverse academic units and the communication among them.

¹ <https://eric.ed.gov/?q=source%3A%22Tennessee+Higher+Education+Commission%22&id=ED572992>

² <https://www.etsu.edu/president/mission.php>

The proposed program will also further ETSU's commitment to *improving the quality of life in the region and beyond*. M.S.A.D.S. program graduates will be employable in regional health care services, in local business, and in administration. To cite one example, Data Science has been cited as a tool for confronting the opioid epidemic in rural Appalachia. Alleviating this crisis will require the analysis of vast sets of data from a multitude of sources, among them state Medicaid agencies, the Medicare Part D program, and the HEDIS Medication List Directory³. Statistical techniques and computational tools drawn from Data Science will provide extensive quantitative knowledge about the epidemic, contributing an essential element for eventually containing this grave health emergency.

D. Institutional Capacity to Deliver the Proposed Academic Program

The proposed program's core courses and electives have already been offered or are currently being piloted. At this juncture, no plans exist for introducing additional courses into the ETSU curriculum.

A clear majority of those who participated in a 2019 survey of ETSU Masters Degree students expressed interest in pursuing a second Masters Degree in Data Science, contingent on adequate funding. Recently, the ETSU graduate council approved an extension of financial assistance from three to four years for dual-degree Masters students. This accommodation will enable first-degree students to elect Applied Data Science as a second Masters Degree program without incurring financial disadvantage. It is therefore anticipated that the planned Applied Data Science program will not cause any enrollment loss from other programs.

Given the extremely favorable professional prospects of data scientists, the proposed program appears likely to increase the overall enrollment at ETSU. The proposed 3+2 option for qualifying computer science and mathematics majors is expected to enhance this trend.⁴

E. Existing Programs Offered at Public and Private Tennessee Institutions

Data Science and the Data-Science-related programs currently offered in Tennessee include the following:

Academic Institution	CIP Code	Degrees Offered	Comments
Lipscomb University	11.0104	B.S., M.S.	The Masters Degree in Data Science ⁵ differs significantly from the one proposed here. In the first place, domain-specific schooling is limited to core-curriculum courses that focus on practical aspects of Data Science. Domain-specific electives as well as internships, both of which are included in the proposed M.S.A.D.S., are missing from the Lipscomb University curriculum. Lipscomb's core curriculum lacks a class on Machine Learning, a central component of Data Science whose importance grows at a rapid pace.

³ <https://towardsdatascience.com/the-opioid-crisis-in-data-16098bd6dd55>

⁴ <https://www.usnews.com/education/blogs/college-admissions-playbook/2015/08/17/start-planning-for-4-1-masters-program-admissions-in-high-school>

⁵ https://catalog.utk.edu/preview_program.php?catoid=23&poid=10247

Vanderbilt University	30.3001	M.S.	The <i>Master of Science in Data Science</i> ⁶ at Vanderbilt University is a 4-semester, 16-course (48 credits) program, which includes the completion and presentation of a capstone project. While placing strong emphasis on theoretical fundamentals, the Vanderbilt Data Science curriculum includes neither domain-specific electives nor internships, thus stressing the principles more than the practice of Data Science. The proposed M.S.A.D.S. reverses this order of priorities.
University of Tennessee at Knoxville, Bredesen Center for Interdisciplinary Research and Graduate Education	30.0601	Ph.D.	This is a doctoral degree in Data Science and Engineering (DSE) ⁷ , offered as a collaborative effort that includes Oak Ridge National Laboratory, the University of Tennessee Health Science Center in Memphis, and University of Tennessee at Chattanooga. The program requires a minimum of 36 hours of coursework beyond the BS degree along with a minimum of 36 hours of dissertation research.
University of Tennessee at Chattanooga	52.1301	M.S.	This is a Masters Degree in Data Analytics ⁸ which was recently installed. Given its focus on Data Analytics, it differs in terms of scope and goals from the proposed M.S.A.D.S.
Middle Tennessee State University	11.0802	B.S.	Given its status as an undergraduate program, this recently inaugurated B.S. in Data Science also differs in terms of scope and goals from the proposed M.S.A.D.S.

Other institutions that have submitted letters of notification for M.S. degree programs in Data Science include the **University of Memphis** and **Tennessee State University**.

None of these programs addresses the need in eastern Tennessee for a professionally focused M.S.-level program in Data Science. Establishing the planned M.S. program at ETSU will remedy this shortcoming.

⁶ <https://www.vanderbilt.edu/datascience/academics/msprogram>

⁷ <https://bredesencenter.utk.edu/the-data-science-and-engineering-phd>

⁸ <https://www.utc.edu/college-business/academic-programs/graduate-programs/msda/index.php>

F. Feasibility Study

Student Interest

In April 2019, ETSU undergraduate and graduate students were surveyed to assess their interest in a Masters in Data Science program at ETSU.

(a) *Data Science survey results for current undergraduates*

121 responses were obtained from students with majors in Accounting, Chemistry, Computer Science/Computing, Engineering, GIS, Geosciences, Mathematics, and Physics, including some with double majors in these subjects. Survey questions focused on the level of interest in Data Science and the likelihood to apply to an ETSU Masters in Data Science program, besides questions about preferred topics within Data Science as well as the math and statistics background of the respondents.

Figure 1 shows the distribution of the degrees of interest in Data Science among all respondents on a scale from 1 to 10. 85 respondents indicated significant interest in Data Science, defined as an interest level of 6 or higher.

Figure 1:

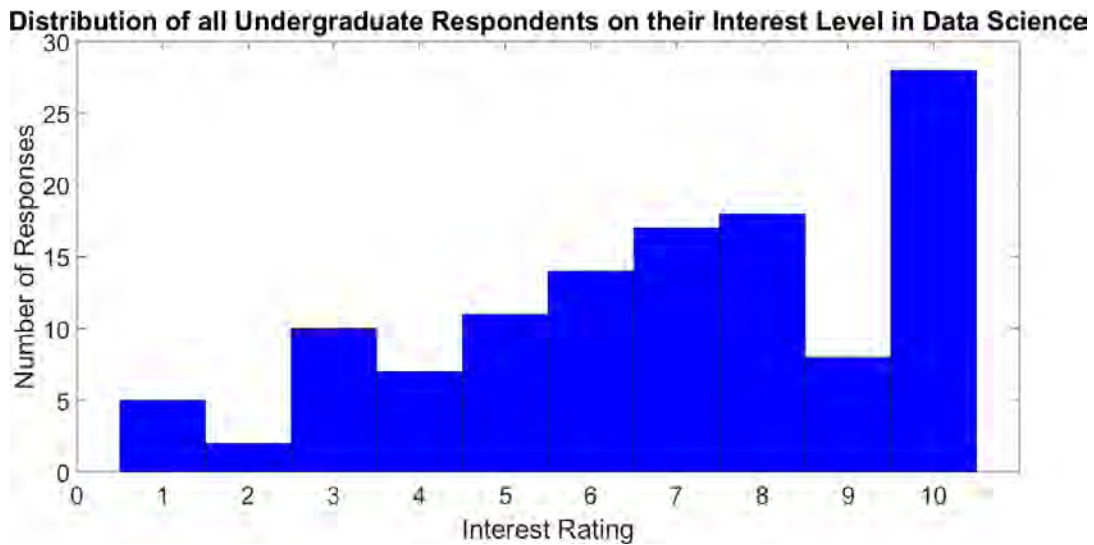
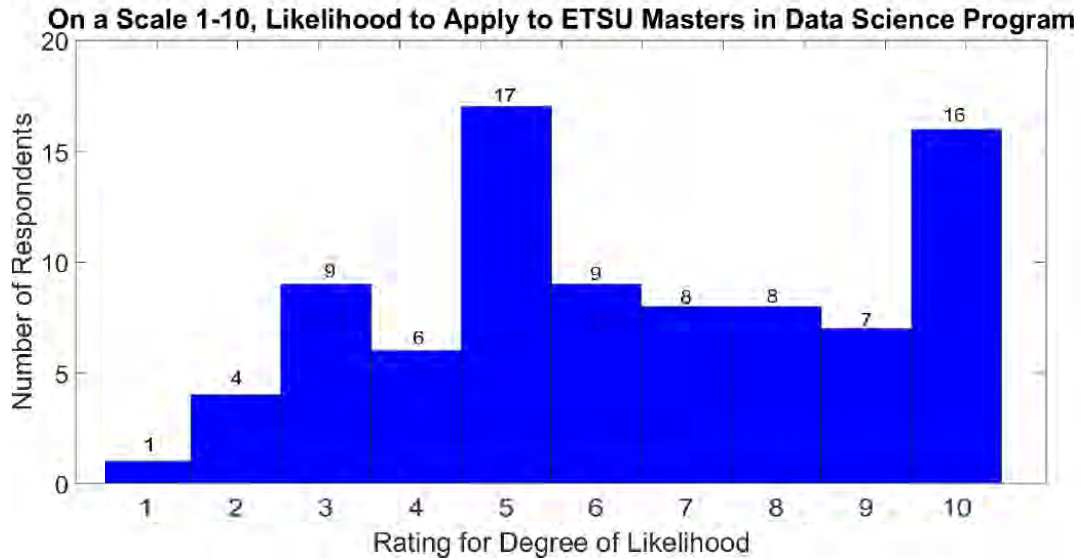


Figure 2 shows the results of subjecting these 85 responses to further analysis, in terms of the tendency to apply to a Masters in Data Science program at ETSU. We label those who indicated a likelihood of 7 or greater most likely to apply and observe that, by this criterion, 39 of the current ETSU undergraduates would be most likely to apply to a Masters in Data Science program at ETSU.

Figure 2:

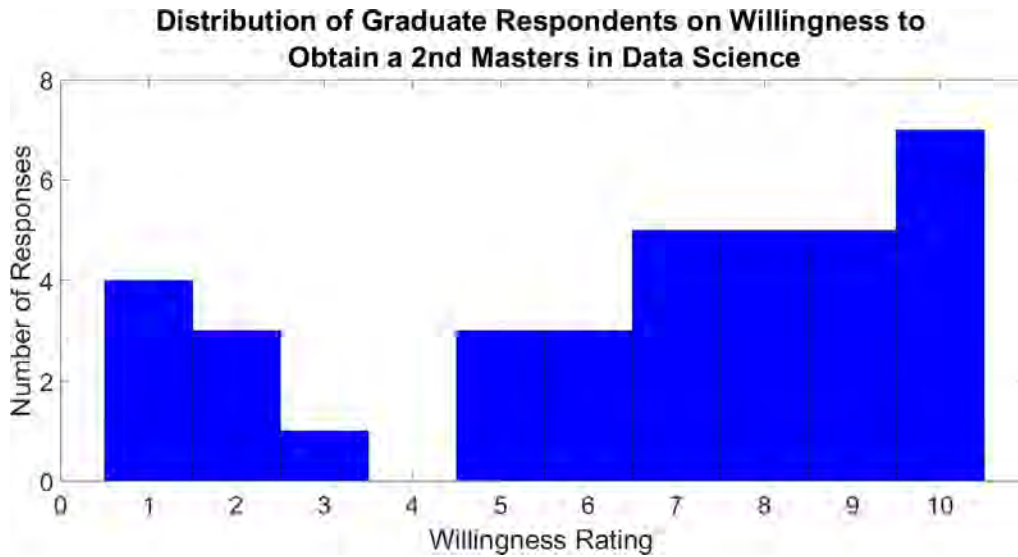


Some students indicated high interest in pursuing Data Science as a second Masters program if supporting funding were available. Among the current undergraduate respondents who expressed significant interest in Data Science, **39 students** were determined to be most likely to apply to a **Masters program in Data Science at ETSU**, pursued either as their only Masters degree or, contingent on funding, their second Masters degree.

(b) Data Science survey results for current graduates

Figure 3 shows the distribution of the interest in a second Masters degree from all graduate respondents. 36 responses were from graduate students in MS programs in Computer and Information Science, Sports Managements, Geosciences, and Mathematics, as well as with a Masters of Arts program in Teaching. In this survey, we asked for their likelihood, on a scale of 1 to 10, of pursuing a second Masters degree in Data Science if funding were available. We note that 22 of the 36 respondents rated their willingness as 7 or higher.

Figure 3:



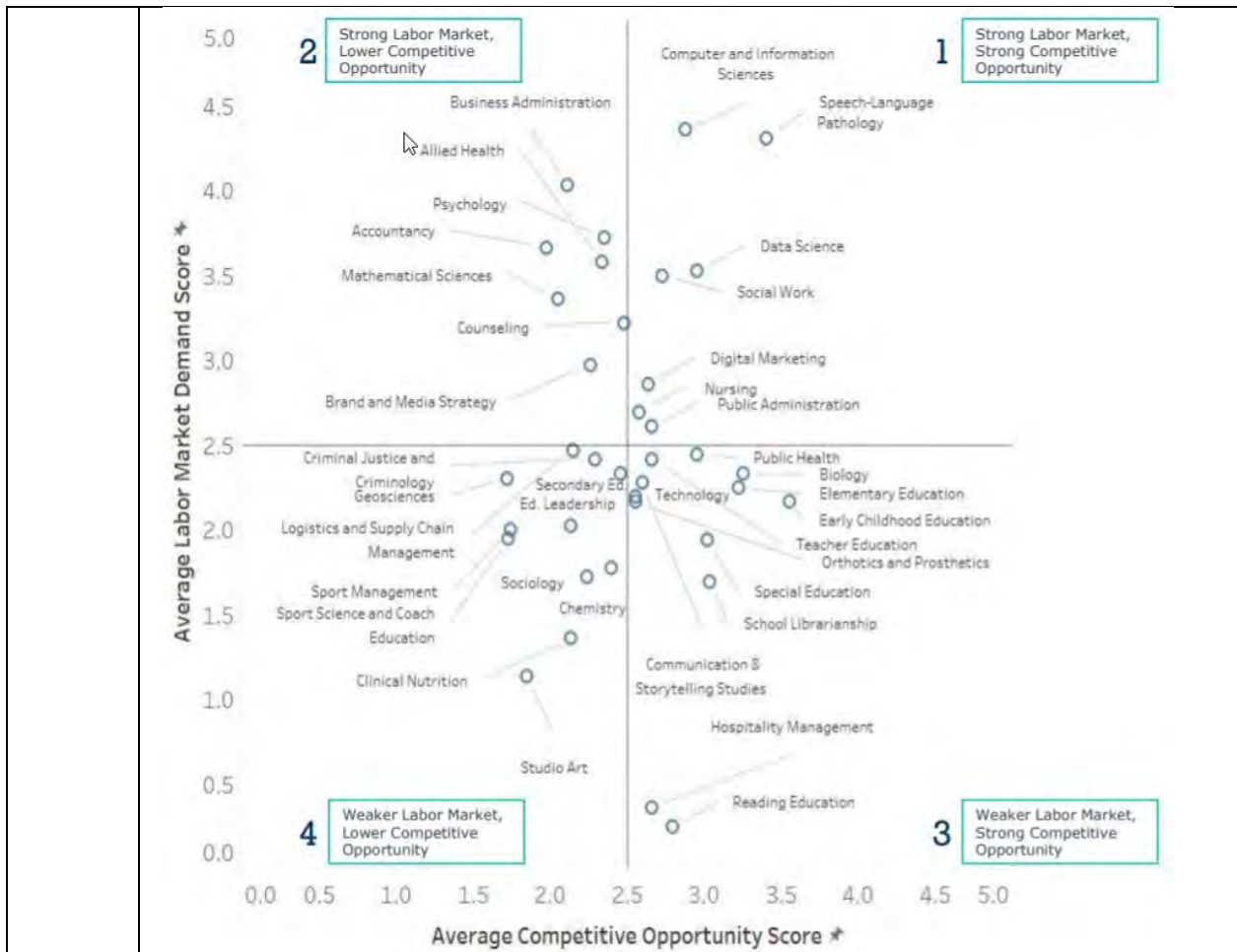
(c) Summary of Data Science survey results

A survey of a sample of the current ETSU undergraduate and graduate students indicated substantial interest in a Data Science Masters program at ETSU. Among the students who indicated high interest in data science, 39 undergraduate and 22 graduate students (**61 students in total**) were identified as most likely (≥ 7 on a 10-point scale) to apply to seek a degree in Data Science as their only or their second Masters program at ETSU. We expect that such a program will also attract individuals not currently enrolled at ETSU.

Local and Regional Need/Demand

In May/June 2020, EAB Global Inc.⁹ assessed existing and proposed ETSU graduate programs for regional demand and opportunity. EAB recommended adding Data Science to ETSU’s degree portfolio, based on labor market size and growth potential as well as its *competitive opportunity score*, i.e. relatively low number of competitors. EAB’s graduate portfolio diagnostic ranked Data Science among the programs of maximum promise, characterized by a strong labor market with a simultaneous strong competitive opportunity, as illustrated by the diagram below.

⁹ <http://www.eab.com>



For further details of the EAB report, see Appendix C.

<p>Employer Need and Demand</p>	<p>Employer need and demand for data scientists is documented in a wide range of sources, including these:</p> <ul style="list-style-type: none"> • The 2018 <i>Jobs Rated Almanac</i>, which lists Data Scientist as seventh best among 220 rated occupations, with a 19 percent projected growth in jobs through 2022¹⁰ • The recruiting website <i>Glassdoor</i>, which, based on job openings, salaries, and job satisfaction ratings, lists <i>Data Scientist</i> as the first among its top fifty professions. It listed 23,321 data scientist jobs during November, 2018¹¹. • A December 2016 report from McKinsey and Company, which estimates a need for between 403,000 and 786,000 data scientists by 2024.¹²
<p>Future Sustainable Need</p>	<p>Letters from local employers (Appendix B) highlight their need for filling open data-related positions with qualified candidates. They emphasize that the planned Masters degree in Applied Data Science at ETSU would address this need. Two of the region’s largest employers, Eastman Chemical Company and Ballad Health, firmly endorse this program. A letter of support by Eastman mentions that Eastman will “recruit heavily” from the</p>

¹⁰ CareerCast, <https://www.careercast.com/jobs-rated/2018-best-jobs?page=6>.

¹¹ Glassdoor, https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm

¹² McKinsey Global Institute, "The Age of Analytics: Competing in a Data-Driven World", <https://www.mckinsey.com/~media/McKinsey/Business%20Functions/McKinsey%20Analytics/Our%20Insights/The%20age%20of%20analytics%20Competing%20in%20a%20data%20driven%20world/MGI-The-Age-of-Analytics-Full-report.ashx>

and Demand	program. Further, it expresses Eastman’s intention to increase the expertise of qualifying employees by enabling them to obtain an M.S.D.S. from ETSU. A letter from Ballad Health underscores Ballad’s high interest in hiring graduates trained by the program.
------------	---

Letters of Support

Name	Business/Organization	Position
Jason Carter	Ballad Health	Director of Analytical Services
Matt Looney	Eastman Chemical Company	Director, Data Science and Digital Products
Dr. Edmon Begoli	Oak Ridge National Laboratory	Director, Scalable Protected Data Facilities
Dr. Jason Joyner	Chick-fil-a, Inc.	Director, Machine Learning and Advanced Modeling, Enterprise Analytics
Dr. Matthew Smith	Y-12 Consolidated Security Complex	Program Manager, Technology Development and University Partnerships

See Appendix B for Letters of Support.

G. Program Costs/Revenues

To support the proposed program, we recommend to allocate funds for the following resources:

- One new tenure-track faculty in the Department of Mathematics and Statistics. Although many of the proposed courses are already part the ETSU curriculum, more faculty are needed to teach these courses together with the courses required for our current undergraduate and graduate programs. One additional line for a new faculty member who will have a background in Data Science is crucial for the program’s success.
- Release time for the program’s director. Salary is requested for a faculty member who will direct the program. The program director will manage course offerings, recruit and advise the program’s students, and interface with industrial partners to secure projects for the students as well as funding for projects and student internships.
- Graduate Assistantships. We are planning for 3 new graduate assistantships during the first year and 6 in the subsequent years. We plan to seek additional assistantship opportunities from other sources, including industrial partnerships as well as assistantships in other departments, such as any unfilled assistantships in the mathematics or computer science departments.
- Computation. Funds will be requested to offset the program's anticipated demand for additional computing resources, including those currently provided by UT-Knoxville's Advanced Computing Facilities (ACF) at Oak Ridge National Laboratory and those that ETSU intends to secure as part of a partnership with Amazon Web Services (AWS).
- Online infrastructure. Offering the program’s core components online will attract students from local companies, as the greater flexibility of online teaching will be better compatible with the time constraints of the employees. We plan to phase into the program synchronous classes that allow students to interact with peers as well as their industrial partners on a regular basis, using interfacing tools like Zoom or Microsoft Team Meetings.
- External review. Consultant fees, in addition to travel reimbursement, will have to be paid for two days of program evaluation by two consultants.
- Travel. A travel budget is essential for facilitating the program director’s interactions with regional companies. This budget will also enable data science faculty to attend conferences and visit comparable programs at other academic institutions.

1. Projected Enrollments

Year	1	2	3	4	5
Incoming	12	16	20	24	24
Continuing		12	16	20	24
TOTAL	12	28	36	44	48

The survey from current ETSU undergraduate students indicated that 48 students were likely (>70%) to apply to a Data Science program, 23 of whom indicated a greater than 90% likelihood of applying. Extrapolating to future ETSU undergraduates, we expect a sustained enrollment of approximately 24 new students after four years. We assume that students will work in groups of 3-4 on projects each year, so 24 students will require 6 industrial projects and potentially 3-6 faculty to oversee these projects.

2. Expenses

One-Time Expenditures		
Item	Expenditure Description	Total Expenditure
New/Renovated Space		N/A
Equipment		N/A
Library	<i>The current holdings of the ETSU Sherrod Library were found to be sufficient.</i>	
Consultants	<i>Funds are requested for program review in the third year of the program. A consultant for external review (required) will be approximately \$1000 per day plus travel/hotel/meal expenses. A baccalaureate or masters degree will be at least one day (not counting travel days).</i>	\$4,000
Other		\$
TOTAL	One-Time Expenditures	\$4,000
Recurring Expenditures		
Item	Expenditure Description	Total for Years (5)
Administration Salary	<i>An annual stipend will be payed to the program director, to begin in the first year of the program (2021).</i>	\$53,091
Administration Benefits	<i>No benefits will be associated with the program director stipend.</i>	\$
Faculty Salaries	<i>65,000 (yr 1), 66,950 (yr 2), 68,959 (yr 3), 71,027 (yr 4), 73,158 (yr 5)</i>	\$345,094
Faculty Benefits	<i>13,000 (yr 1), 13,390 (yr 2), 13,792 (yr 3), 14,205 (yr 4), 14,632 (yr 5)</i>	\$69,019
Support Staff Salary		N/A
Support Staff Benefits		N/A
Graduate Assistants	<i>55,557(yr1:salary= 3*7000), 109,674(yrs2-5:6*7000)</i>	\$494,253
Operating	<i>10,000 (yr1), 15,000(yrs 2-5) for travel, printing and computing</i>	\$70,000
TOTAL	Reoccurring Expenditures	\$1,031,457

3. Revenues

Item	Revenue Description	Total Revenue
Tuition and Fees (tuition)	<i>Yr1 (12 students*5,759.50/semester*2 semesters = 138,228); Yr 2(12 students*5,519.50/semester*2 semesters + 16 students*5,759.50/semester*2 semesters = 316,772);</i>	\$1,900,632

	Yr 3(16 students*5,519.50/semester*2 semesters + 20 students*5,759.50/semester*2 semesters = 407,004); Yr 4(20 students*5,519.50/semester*2 semesters + 24 students*5,759.50/semester*2 semesters = 497,236); Yr 5(24 students*5,519.50/semester*2 semesters + 24 students*5,759.50/semester*2 semesters = 541,392)	
Course Fees		\$
Institutional Reallocations		\$
Grants		\$
TOTAL	Revenues	\$1,900,632

4. Expenditure/Revenue Summary

Year	Expenditure	Revenue
1	\$153,557	\$138,228
2	\$215,314	\$316,772
3	\$222,033	\$407,004
4	\$220,834	\$497,236
5	\$223,719	\$541,392

H. THEC Financial Projection Form



Tennessee Higher Education Commission
THEC Financial Projections
East Tennessee State University
Master of Science in Applied Data Science

Seven-year projections are required for doctoral programs.

Five-year projections are required for baccalaureate and Master's degree programs

Three-year projections are required for associate degrees and undergraduate certificates.

Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	-	-	4,000	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ 4,000	\$ -	\$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Benefits	-	-	-	-	-
Sub-Total Administration	\$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.00	\$ 11,255.00
Faculty					
Salary	\$ 65,000	\$ 66,950	\$ 68,959	\$ 71,027	\$ 73,158
Benefits	13,000	13,390	13,792	14,205	14,632
Course release time	-	-	-	-	-
Sub-Total Faculty	\$ 78,000	\$ 80,340	\$ 82,750	\$ 85,233	\$ 87,790
Support Staff					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants					
Salary	\$ 21,000	\$ 42,000	\$ 42,000	\$ 42,000	\$ 42,000
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	34,557	67,674	67,674	67,674	67,674
Sub-Total Graduate Assistants	\$ 55,557	\$ 109,674	\$ 109,674	\$ 109,674	\$ 109,674
Operating					
Travel	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Printing	1,000	1,000	1,000	1,000	1,000
Computing	5,000	10,000	10,000	10,000	10,000
Other	-	-	-	-	-
Sub-Total Operating	\$ 10,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Total Recurring	\$ 153,557	\$ 215,314	\$ 218,033	\$ 220,834	\$ 223,719
TOTAL EXPENDITURES (A + B)	\$ 153,557	\$ 215,314	\$ 222,033	\$ 220,834	\$ 223,719

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$ 11,519.00	\$ 11,279.00	\$ 11,279.00	\$ 11,279.00	\$ 11,279.00
Number of Graduate Assistants	3	6	6	6	6

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	138,228	316,772	407,004	497,236	541,392
Institutional Reallocations ²					
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$ (15,329)	\$ 101,458	\$ 184,971	\$ 276,402	\$ 317,673

I. Appendices

A	Proposed Curriculum
B	Letters of Support
C	EAB Assessment

Appendix A

Curriculum for a Master’s Degree in Applied Data Science at ETSU

Board of Directors, ETSU Institute for Computation and Research in Data Science (CaRDS)

Contents

1	Introduction	18
2	Proposed M.S.A.D.S. Curriculum.....	19
2.1	Prerequisites	19
2.2	Program Proper: 36-39 hours	19
2.2.1	Core curriculum – 30 hours	19
2.2.2	Concentrations	19
2.2.3	Electives.....	19

Introduction

The use of massive, potentially complex datasets to inform decision-making has emerged as a best practice in government and industry. In response to a demand for professionals who can manage and manipulate these datasets, the board of directors of ETSU's CaRDS (Computation and Research in Data Science) Institute proposes the creation of a Master’s Degree program in Applied Data Science (M.S.A.D.S.) at ETSU. The M.S.A.D.S., which will serve residents of East Tennessee and others through online offerings, will train data scientists: professionals who use advanced skills in math, statistics, and computer science to help collect, administer, and analyze these large datasets and help others visualize the results of their analyses.

Ideally, the M.S.A.D.S. will launch in Fall 2021. The proposed program, including its goals and costs, is described in detail in a supporting Letter of Notification (LON). This document supplements that LON with a detailed description of the program's proposed curriculum.

Proposed M.S.A.D.S. Curriculum

Prerequisites

- CSCI 1250, 1260 Introduction to Computer Science 1 and 2. Key competencies: basics of contemporary programming languages, including state change, selection, and iteration; coding style; code modularization (functions, classes); and object-oriented programming (inheritance, polymorphism)
- CSCI 2020 Intro. to Databases. Key competencies: creating, maintaining, and querying relational databases
- MATH 1910, 1920 Calculus 1 and 2. Key competencies: differentiation, integration, sequence, series.
- MATH 2010 Linear algebra. Key competencies: Systems of linear equations, matrix algebra, inner products, linear transformations, eigenvalues.
- MATH 2050 Calculus-Based Probability and statistics. Key competencies: basic probability, mathematical expectation, discrete and continuous probability distributions, sampling distributions, one and two-sample estimation; hypothesis testing; linear regression and correlation.
- Familiarity with Python and R, possibly obtainable through a "boot camp"

ETSU's departments of Computing and Mathematics and Statistics department will create online "boot camp" courses that students who lack these prerequisites can take prior to starting the program, potentially in the summer, or within their first semester of enrollment.

Program Proper: 36-39 hours

Core curriculum – 30 hours

- MATH 5830 - Analytics and Predictive Modeling
- STAT 4047 - Mathematical Statistics 1.
- STAT 5710 - Statistical Methods 1: Linear Models
- STAT 5720 - Statistical Methods 2: Generalized Linear Models (prerequisite: STAT 5710)
- STAT 5730- Applied Multivariate Statistical Analysis
- CSCI 5260 - Artificial Intelligence
- CSCI MLxx0 - Machine learning (being piloted) – graduate version
- one additional graduate-level computing elective
- Industrial-Based Project with Industrial partner:
 - CSCI 5910/MATH 5xx0 - Project 1
 - CSCI 5920/MATH 5xx0 - Project 2 or MATH 5960 - Thesis

These could be team projects, with students serving on 2 different teams with different companies that stem across the year.

Concentrations

Possible concentrations for the program would center on choices of electives. The following are four candidates:

- Theory - e.g., three courses from MATH 5257, MATH 5850, STAT 5057, STAT 5217
- Computation-e.g., three courses from CSCI 5260, CSCI 5300, CSCI ANALxx7, CSCI DATAxx0, CSCI DSSxx0
- Sport science-e.g., three courses from PEXS, SALM, and NTFD
- Health sciences - e.g., three courses from EPID, HSMP, MDED, NTFD, and MATH 5880

Electives

Requirement: 9 hours without thesis; 6 hours with

- AMBA 5140 - Data Analysis and Modeling
- ALHE 5500 - Methods of Research in Allied Health
- BADM 5140 - Data Analysis Modules for Business
- BIOL 5367 Modeling Biological Systems
- BIOL 5500 - Biometry
- BSTA 5310 - Biostatistics I
- BSTA 5350 - Intermediate Biostatistics
- BSTA 5370 - Categorical Data Analysis
- BSTA 5380 - SAS Programming with Statistical Application
- BSTA 5385 - Applied Longitudinal Data Analysis
- CDIS 5400 - Research Methods in Communicative Disorders
- CJCR 5950 - Quantitative Methods in Criminology
- COBH 5250 - Community-Based Methods in Public Health
- COBH 5210 - Adv. Theoretical Models and Survey Development
- COMM 5950 - Quantitative Research Methods in Communication
- CSCI 5260 - Artificial Intelligence
- CSCI 5300 - Software Design
- CSCI 5047 - Data Analysis
- CSCI 5000 – Data Management
- CSCI 5030 – Decision Support Systems
- ECON 5010 - Essentials of Statistics
- EDFN 5950 - Methods of Research
- ELPA 5300 - Professional Needs of Individuals and Groups
- ENTC 5037 - Quality Assurance I
- EPID 5100 - Analytic Methods in Public Health
- EPID 5405 - Intermediate Epidemiology
- EPID 5430 - Epidemiology of Infectious Disease
- EPID 5460 - Environmental Epidemiology
- EPID 5480 - Genetic Epidemiology
- EPID 6410 - Advanced Multivariate Analysis
- EPID 6420 - Applied Epidemiological Analysis
- EPID 6470 - Risk Behavior
- GEOG 5000 - Quantitative Techniques
- GEOG 5217 - Geographic Information Systems
- GEOG 5317 - Advanced Geographic Information Systems
- GEOG 5327 – Advanced Remote Sensing
- GEOG 5807 - Advanced Field Methods in Geography
- GEOS 5010 - Geospatial Analysis
- GEOS 5300 - Topics in Geospatial Analysis
- GEOS 5320 - Geographic Information Systems Projects
- GEOS 5350 - Statistics for Geosciences
- HDAL 5817 - Introduction to Psychological Testing
- HSMP 5040 - Data-Informed Decision-Making in Health Service Organizations
- HSMP 5300 - Quality Improvement in Health Organizations
- HSMP 6310 - Population Health Management
- HSMP 6320 - Applied Health Services Research Methods
- MATH 5257 - Numerical Analysis
- MATH 5267 - Numerical Linear Algebra
- MATH 5810 - Operations Research I
- MATH 5820 - Operations Research II
- MATH 5850 - Numerical Analysis
- MATH 5880 - Modeling of Infectious Diseases and Social Networks
- MATH 5890 - Stochastic Modeling
- MDED 5010 - Biometry and Biomedical Computing I
- MDED 5020 - Biometry and Biomedical Computing II
- MSDM 5050 - Web Analytics

- MSDM 5060 - Business Analytics, Data Visualization and Online Metrics
- NTFD 5224 - Practice Based Research in Medical Nutrition Therapy
- PEXS 5270 - Sport Biomechanics
- PEXS 5520 - Instrumentation in Exercise and Sport Science
- PEXS 5670 - Research Design and Analysis
- PHYS 5007 - Computational Physics
- PMGT 5180 - Quantitative Inquiry and Policy Analysis for Public Managers
- PSYC 5210 - Statistical Methods
- PSYC 5410 - Correlation and Multiple Regression
- PSYC 6410 - Structural equation modeling
- PSYC 6220 - Meta-analytic Research Methods
- PSYC 5617 - Topical seminar
- PUBR 5325 - Brand Insight & Analytics
- SALM 5670 - Sport Management Research
- SOAA 5444 - Applied Data Analysis
- SOAA 5820 - Skills in Applied Sociology and Anthropology
- SOCI 5210 - Sociological Research
- SOCI 5320 - Program Evaluation
- SOCI 5444 - Data Analysis
- STAT 5057 - Mathematical Statistics 2
- STAT 5217 - Statistical Machine Learning
- STAT 5307 - Sampling and Survey Techniques
- STAT 5287 - Applications of Statistics
- STAT BAYxx0 - Bayesian Probability

Appendix B
Letters of Support

EASTMAN

Eastman Chemical Company
P.O. Box 431
Kingsport, Tennessee 37662

September 27, 2019

Frank Hagelberg, Ph.D.
Department of Physics and Astronomy
East Tennessee State University
Johnson City, TN 37614

Dear Dr. Hagelberg,

Yes, I fully endorse the Master's program in Data Science at ETSU.

As the person responsible for the Data Science Organization at Eastman Chemical Company, I am very confident of two things:

1. Eastman Data Science will recruit heavily from this new program
2. Eastman will leverage this program for employees looking to further their career by adding the Master's degree in Data Science to their undergraduate degree.

I also think it is very likely we would want to partner in many ways (from guest lectures, internships, perhaps "real-world" projects, etc.).

Sincerely,

Matt Looney
Director, Data Science and Digital Products
Eastman Chemical Company

Jason Joyner, Ph.D.
Chick-fil-A, Inc.
5200 Buffington Rd
Atlanta, GA 30349
404.844.8243

January 15, 2020

Dear Dr. Hagelberg,

I am writing in support of the proposed Master's program in Applied Data Science at East Tennessee State University. As a leader of the primary data science group within Chick-fil-A, I can attest to the fact that there is a significant need for more practicing data scientists in the region. In our company, it has been quite difficult to fill our open data scientist positions, with some positions staying open for a year or more before being filled. While the demand for skilled data science talent has exploded, the few existing focused, rigorous, integrated educational programs in the region that strike the needed balance between theory and practice have lacked the capacity to meet the demand, leaving a vacuum that is currently being filled primarily by short, piece-meal, shallow, a la carte online training.

Your proposed program can help to correct this deficit. Moreover, the balance of both theory and practical application with an industrial, hands-on component within your program will make students coming from your program quite attractive to companies such as Chick-fil-A. We seek employees who can *adapt* and *apply* techniques across many different aspects of the business. However, in many cases, the business application does not satisfy an ideal situation; therefore, training students to have the ability to *understand* the fundamentals of the techniques and thus having the ability to adequately manipulate the techniques when the problem necessitates is also an appealing component to your program, as opposed to a 'black-box' approach that simply seeks to have students trust and apply largely automated "standard" solutions that are increasingly being labelled "AutoML".

In the past couple of years, I have twice had the pleasure to work with the PIC Math program at ETSU. PIC Math is a course in the department of Mathematics and Statistics in which students work on a real-world business problem proposed by an industrial partner for an entire semester. In both instances, I submitted a problem involving the analysis of text comments on social media sites relating to customer satisfaction and service failures in the restaurant industry. I was impressed with how the students dived into the problem and established a proof of concept for this analysis for our company. From my understanding, the industrial, hands-on component for the new proposed Master's program in Applied Data Science will include a similar project-based course during their second year. I believe having this course as a year-long course after students have learned the fundamental core concepts during their first year will enable both the students and companies like ours to garner even more benefits from this partnership.

Therefore, I believe the proposed Master's program in Applied Data Science will be beneficial not only for those future students seeking such a program but also for companies partnering with ETSU in this endeavor as well as those actively seeking to employ data scientists. I believe it will help with the shortage of well-trained data scientists in the area and will ultimately help companies like ours to improve our customer service. Build it, the students will come!

Sincerely,



Jason Joyner
Director, Machine Learning and Advanced Modeling, Enterprise Analytics
Chick-fil-A, Inc.

Edmon Begoli, PhD
Director, Scalable Protected Data Facilities (SPDF)
National Center for Computational Sciences (NCCS)
Oak Ridge National Laboratory (ORNL)
Oak Ridge, TN 37831

January 21, 2020

Frank Hagelberg, Ph.D.
Chair, Board of Directors, Computation and Research in Data Science (CaRDS)
Department of Physics and Astronomy
East Tennessee State University
Johnson City, TN 37614

Dear Dr. Hagelberg:

I am pleased to offer a letter of support for the planned Masters Degree in Applied Data Science (M.D.A.D.S.) at East Tennessee State University (ETSU).

In my professional capacity, I lead large-scale and applied data science programs, supported by the data science teams composed of data scientist of all specializations (data "wranglers", statisticians, machine learning/AI engineers, etc.). This experience informs me about the importance of the data science field, and of the importance for appropriate qualifications for data scientists needing to work in applied setting. We need students, early and mid-career professionals who are trained in both theory, and hands-on skills such as programming and databases.

Given that I have been an advisor to the ETSU Institute for Computation and Research in Data Science (CaRDS), and that I am in contact with the CaRDS board, I am familiar with the future M.D.A.D.S. program. I think that this program will offer the appropriate blend of theoretical and practical training that organizations hiring data scientists, especially in our region, need. I emphasize our region because, unlike in some other parts of the country, we only have a few institutions that can train data scientists at this level, and yet we face the crisis and issues (e.g. opioid crisis) that are nationally significant and societally critical.

Finally, I expect that there will be many internship opportunities for the students in the future M.D.A.D.S. program with both ORNL, and other similar research and commercial organizations. We have already hosted one of the students working in this field (Matthew Ashby), and I could see more students working with us in the future. Also, I could see myself continuing to provide an advice and an academic assistance to the future M.S.A.D.S program. I am very excited to see this important development, and I fully support it.

Sincerely,
Edmon Begoli, PhD





509 Med Tech Parkway
Suite 100
Johnson City, TN 37604
tel 423.952.2111
balladhealth.org

October 9, 2019

Frank Hagelberg, Ph.D.
Chair, Board of Directors, Computation and Research in Data Science (CaRDS)
Department of Physics and Astronomy
East Tennessee State University
Johnson City, TN 37614

Dear Dr. Hagelberg,

Ballad Health is pleased to offer a letter of support for East Tennessee State University (ETSU) as they develop a Master's program in Applied Data Science. Ballad is an integrated healthcare system created to improve the health of the people in Northeast Tennessee, Southwest Virginia, and the surrounding area. At Ballad, analytics, informatics, and other data science techniques are used in various areas. These techniques range from risk stratification to identify patients that could benefit from disease-specific programs, to creating predictive models that can be used while a patient is at the point of care.

This applied data science degree aligns with Ballad's strategic direction. Ballad is committed to improving academics in our region. Supporting this degree is another way of promoting Ballad's goal of improving the health of those we are honored to serve.

Ballad struggles to find qualified candidates for open data science positions. Various candidates apply for our data science positions who do not possess the necessary skills. The Appalachian Highlands does not contain enough data science professionals. Having a university that prepares students for the evolving field of data science in our region would be a benefit for Ballad.

ETSU's data science journey toward this degree is built on foundational programs that have benefited Ballad. A couple of these building blocks are the Preparation for Industrial Careers in Mathematical Sciences (PIC Math) class and the Computation and Research in Data Science (CaRDS) forum.

PIC Math is a class ETSU offers where companies provide a problem and data to students who research, apply analytical techniques, and present their findings. Ballad has participated by submitting a problem and data around risk stratification for one of our populations. The PIC Math students learned about a population and some of Ballad's data and challenges. We were pleased with how the students delved into the data and supplied us with ways to analyze the problem.

CaRDS is a research institute within ETSU that provides faculty and students a forum to understand the field of data science. Ballad's interactions with CaRDS has been learning about how other companies use data science in our region (e.g. Eastman Chemical Company) along with being given the opportunity to present how we use data science.





509 Med Tech Parkway
Suite 100
Johnson City, TN 37604
tel: 423.952.2111
balladhealth.org

As I mentioned, Ballad data science positions are challenging to fill. The last candidate the population health analytics team hired came from ETSU. This candidate was forwarded to Ballad through our connections with ETSU. The new employee is eager to contribute, has shown the ability to learn, and is demonstrating what he learned at ETSU is beneficial to Ballad. He is able to take complex concepts and communicate them to less technical staff. He is becoming an asset to our team-oriented work environment. I am certain if more data science classes were available, this employee would have brought more techniques that could be used in our work.

Having a Master's degree in Applied Data Science would be a huge benefit for Ballad Health and other companies in our region. We anticipate how this program will strengthen not only Ballad Health as an organization, but also improve the health of the people of the Appalachian Highlands region.

Sincerely

A handwritten signature in black ink that reads "Jason R. Carter". The signature is fluid and cursive.

Jason Carter
Director of Analytical Services
Integrated Solutions Health Network
Ballad Health

February 6, 2020

Professor Frank Hagelberg
Chair, Board of Directors, Computation and Research in Data Science (CaRDS)
Department of Physics and Astronomy
East Tennessee State University
Johnson City, Tennessee 37614

RE: Proposal – Master’s Degree in Applied Data Science at East Tennessee State University

Dear Professor Hagelberg:

As one of the National Nuclear Security Administration’s six production facilities, the Y-12 National Security Complex has three primary missions: (1) maintain the safety, security, and effectiveness of the U.S. nuclear weapons stockpile; (2) reduce the global threat posed by nuclear proliferation and terrorism; and (3) provide feedstock to fuel the U.S. Nuclear Navy.

To support this mission, Consolidated Nuclear Security (CNS), the managing and operating contractor for the Y-12 National Security Complex, is committed to forming mutually beneficial, long-term alliances with academic institutions whose educational programs and research interests directly align with key CNS missions. CNS leverages relationships with university partners to advance the state of its applied science and engineering, develop transformative business approaches, and build a workforce with skills to ensure continuous improvement.

Over the last three years, CNS has initiated several R&D projects and engaged graduate students from university collaborators to establish a more data-informed culture through the development and deployment of advanced data analytics, machine learning, and augmented learning tools. This focused effort has enhanced CNS’s ability to solve complex problems and accelerate technology development.

CNS would welcome the development of a new Master’s Degree Program in Applied Data Science at East Tennessee State University. The proposed curriculum has many laudable features—more than ninety electives, enabling a variety of concentrations; a multidisciplinary approach, attractive to students with a diverse set of backgrounds; and an emphasis on real-world experiences with local corporations. CNS would view this new program as an opportunity to strengthen our relationship with the university through data-based collaborations and as a means of identifying well-trained students for employment in our data-centric organizations.

Sincerely,



Matthew D. Smith
Program Manager, Technology Development and University Partnerships

MS:ika

Appendix C
Assessment by EAB Global Inc.



Graduate Portfolio Health Check

March 2020
Updated June 2020

Market Insights Brief



Jill Rosenfeld
Market Insights Associate

Lilia Shea
Market Insights Associate

Kirsten Hinck
Market Insights Manager

Legal Cavesat

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information provided to partners. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, partners should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given partner's situation. Partners are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB Organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendations by any EAB Organization, or (c) failure of partner and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Partners are not permitted to use these trademarks, or any other trademarks, product names, or other names, trade names, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its partners. Each partner acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each partner agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in the Report is intended to be given, transferred to, or acquired by a partner. Each partner is authorized to use this Report only to the extent expressly authorized herein.
2. Each partner shall not sell, license, republish, distribute, or post online or otherwise the Report, in part or in whole. Each partner shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report to (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each partner may make this Report available solely to those of its employees and agents who (a) are registered for the marketing or program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each partner shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each partner may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each partner shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each partner is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a partner is unwilling to abide by any of the foregoing obligations, then such partner shall promptly return this Report and all copies thereof to EAB.



Table of Contents

I. Recommendations and Considerations	4
II. Portfolio Diagnostic.	6
Appendix A: Programs Analyzed and Scoring Source Data	8
Appendix B: Research Parameters and Sources	12

1. Recommendations and Considerations

Research Challenge

The partner institution requested a Portfolio Health Check to evaluate the institution's existing portfolio and assess growth opportunities.

A full list of programs evaluated appears in the appendix.

Region

The region for this analysis included counties within 200 miles of the partner institution. A full list of counties included in this analysis appears in the Appendix.

Recommended Next Steps

- Request a 360-degree program assessment to examine potential for growth in an existing program
- Request a market opportunity scan for help identifying promising new program subjects
- Review the Business Affairs Forum's [Rightsizing the Program Portfolio](#) study to learn more about a transformed program review process

Key Findings

EAB's market scoring analyses identified the following programs as best poised for growth among a partner institution's existing graduate portfolio. These programs demonstrate high and/or growing labor market demand along with some combination of high or growing completions and few regional competitors:

- Computer and Information Sciences,
- Speech-Language Pathology,
- Social Work,
- Digital Marketing,
- Nursing,
- Public Administration, and
- Data Science.

Further, the following programs demonstrate strong labor market demand, but scored lower in competitive opportunity (i.e., high number of competitors and/or decreasing reported completions). These programs indicate potential for growth based on labor market demand, but the competitive landscape may be a limiting factor:

- Business Administration,
- Allied Health,
- Accountancy,
- Mathematical Science,
- Counseling,
- Brand and Media Strategy, and
- Psychology.

All programs received scores relative to each other. Thus, a program described with low regional labor demand does not necessarily represent low opportunity for growth in absolute terms, but rather lower opportunity for growth when compared to other programs in the graduate portfolio.



Overview

EAB evaluated the partner institution's graduate program portfolio based on labor market demand and competitive landscape variables, including regional job growth over time, national projected job growth, regional competitive field saturation, and regional degree completions (i.e., a proxy for regional adult student demand). EAB assigned each program a quantitative score for labor market demand and competitive opportunity.

Programs receive one of four designations based on program scores:

1. Strong Regional Labor Market, Strong Regional Competitive Opportunity
2. Strong Regional Labor Market, Lower Regional Competitive Opportunity
3. Weaker Regional Labor Market, Strong Regional Competitive Opportunity
4. Weaker Regional Labor Market, Lower Regional Competitive Opportunity

The completed portfolio diagnostic appears on page 6.

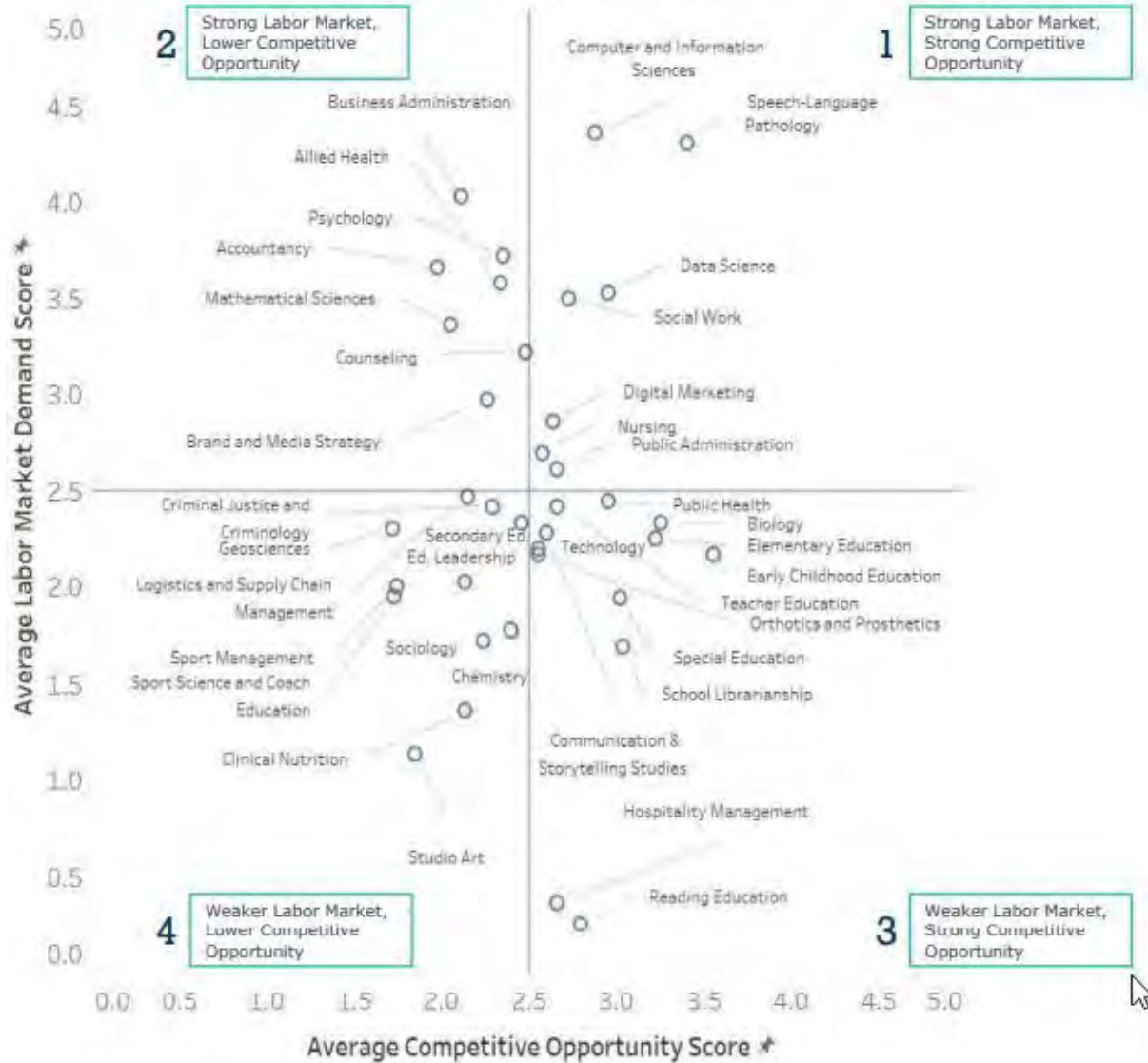
See Appendix B for a detailed explanation of the methodology used in this analysis.

Limitations: The analysis only considers program potential in terms of labor demand and competition and does not account for programs' operational costs or potential capacity limitations (e.g., instructor shortages).

II. Portfolio Diagnostic

Graduate Portfolio Diagnostic

Assessment of Labor Market Demand and Competitive Opportunity, Regional Data



Programs Omitted from the Diagnostic Due to Insufficient Data

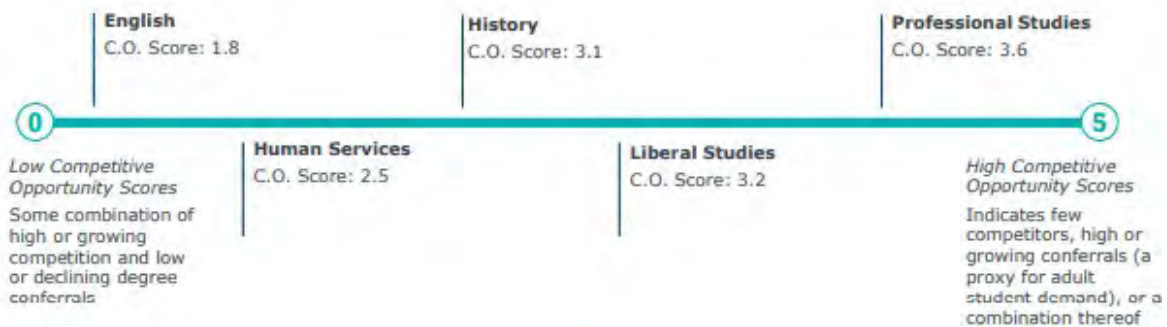
EAB was unable to assess labor market demand for five programs shown below but was able to determine competitive opportunity scores for these programs.

The lack of available labor market data does not necessarily indicate a lack of career outcomes for program graduates. In most cases, the lack of reliable labor market data is due to the broad nature of a field (e.g., English) or an interdisciplinary degree with no clear professional outcome (i.e., Liberal Studies). Programs without labor market scores may still confer transferrable skills that align with job postings in related fields.

The competitive opportunity score factors in trends in the number of competitors and the number of relevant degree conferrals regionally to analyze competitive saturation relative to adult student demand (see Appendix B for a full list of metrics).

Competitive Opportunity (C.O.) Scores for Omitted Programs

Regional Data, 2015-2016 to 2017-2018 Academic Years



Appendix A: Programs Analyzed and Scoring Source Data

Labor Market Intelligence Data

Regional Data

Program	Average Quarterly Job Postings, 2017 Q1-2019 Q4	Average Quarterly Percent Growth in Job Postings, 2017 Q1-2019 Q4	Average Quarterly Actual Growth in Job Postings, 2017 Q1-2019 Q4	BLS Projected National Occupation Percent Growth, 2018-2028	BLS Projected National Occupation Actual Growth, 2018-2028	Labor Market Score
Accountancy	3,806	4.2%	141	9.0%	215,700	3.7
Allied Health	1,175	5.7%	36	17.6%	71,500	3.6
Biology	1,021	4.3%	33	5.7%	10,300	2.3
Brand and Media Strategy	2,029	4.0%	57	7.3%	44,600	3.0
Business Administration	7,385	4.8%	216	9.2%	456,500	4.1
Chemistry	635	3.6%	18	4.6%	6,900	1.8
Clinical Nutrition	141	1.4%	0	11.3%	8,000	1.3
Communication & Storytelling Studies	300	6.0%	11	5.8%	24,300	2.2
Computer and Information Sciences	3,481	8.3%	212	12.9%	467,500	4.4
Counseling	1,612	2.0%	19	14.7%	146,700	3.3
Criminal Justice and Criminology	212	8.4%	14	4.7%	42,900	2.4
Data Science	2,453	8.6%	163	10.6%	15,800	3.5
Digital Marketing	541	6.0%	27	7.3%	44,600	2.9
Early Childhood Education	51	8.7%	3	6.4%	42,100	2.1
Educational Leadership	716	3.4%	10	5.7%	33,300	2.0
Elementary Education	164	79.0%	1	3.3%	48,000	2.2
Geosciences	229	11.3%	18	5.8%	1,800	2.3

Program	Average Quarterly Job Postings, 2017 Q1-2019 Q4	Average Quarterly Percent Growth in Job Postings, 2017 Q1-2019 Q4	Average Quarterly Actual Growth in Job Postings, 2017 Q1-2019 Q4	BLS Projected National Occupation Percent Growth, 2018-2028	BLS Projected National Occupation Actual Growth, 2018-2028	Labor Market Score
Hospitality Management	79	-0.6%	-2	1.0%	500	0.4
Logistics and Supply Chain Management	742	5.0%	28	4.9%	18,600	2.5
Mathematical Sciences	367	10.6%	34	30.2%	14,300	3.4
Nursing	5,218	-2.2%	-230	13.1%	424,800	2.7
Orthotics and Prosthetics	5	14.5%	0	19.8%	1,800	2.2
Psychology	3,152	4.0%	90	19.5%	94,700	3.8
Public Administration	426	4.6%	13	8.9%	49,800	2.6
Public Health	1,250	0.0%	-3	16.2%	85,600	2.5
Reading Education	14	1.5%	-1	-10.4%	-7,000	0.2
School Librarianship	162	4.6%	3	6.4%	8,600	1.6
Secondary Education	483	5.3%	7	3.7%	72,900	2.3
Social Work	3,210	3.6%	99	11.5%	81,200	3.5
Sociology	301	3.4%	8	10.0%	300	1.8
Special Education	128	11.3%	5	3.5%	16,400	1.9
Speech-Language Pathology	6,791	8.7%	326	27.3%	41,900	4.3
Sport Management	29	7.9%	0	10.5%	32,600	1.9
Sport Science and Coach Education	146	1.4%	0	11.7%	77,600	1.9
Studio Art	62	7.7%	3	0.5%	200	1.1
Teacher Education	239	8.2%	1	3.9%	151,600	2.4
Technology	1,280	4.2%	46	1.6%	10,100	2.2

Competitive Opportunity Data (cont.)

Regional Data, 2015-2016 to 2017-2018 Academic Years

Program	Avg. Degree Conferrals	Avg. Percent Change in Conferrals	Avg. Actual Change in Conferrals	No. of Competitors, 2017-2018	Avg. Percent Growth in Competitors	Avg. Actual Growth in Competitors	Competitive Opportunity Score
Liberal Studies	69	2.2%	2	5	-8.3%	-1	3.2
Logistics and Supply Chain Management	37	-15.8%	-7	2	0.0%	0	2.2
Mathematical Sciences	143	-2.2%	-6	18	0.2%	0	2.0
Nursing	2,148	10.8%	217	34	6.5%	2	2.6
Orthotics and Prosthetics	0	0.0%	0	0	0.0%	0	2.6
Professional Studies	26	24.0%	6	1	-25.0%	-1	3.6
Psychology	1,610	-7.3%	-122	35	-2.7%	-1	2.4
Public Administration	473	15.8%	70	23	4.7%	1	2.7
Public Health	783	5.7%	44	17	3.1%	1	3.0
Reading Education	444	1.5%	7	17	0.8%	0	2.8
School Librarianship	468	1.0%	4	8	0.0%	0	3.0
Secondary Education	1,789	-5.4%	-113	46	-3.0%	-2	2.4
Social Work	1,461	5.1%	73	20	5.6%	1	2.0
Sociology	54	12.5%	3	11	5.0%	1	2.2
Special Education	806	3.8%	29	35	0.0%	0	3.0
Speech-Language Pathology	276	1.6%	4	7	-6.3%	-1	3.4
Sport Management	263	-0.3%	-1	10	12.5%	1	1.7
Sport Science and Coach Education	372	-6.0%	-27	20	2.6%	1	1.7
Studio Art	101	-0.1%	-1	12	4.5%	1	1.8
Teacher Education	1,290	-0.6%	-8	37	-3.6%	-2	2.6
Technology	0	N/A	0	0	N/A	0	2.5



Appendix B: Research Parameters and Sources

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB employed a quantitative scoring system to assess labor market demand and competitive opportunity for each program. To score each program, EAB distilled the most fundamental external signals of market demand in terms of labor market intelligence and competitive landscape, outlined below. Each program was assigned two scores (zero through five) based on available data across 11 metrics, synthesized to the:

1. Labor market demand score
2. Competitive opportunity score

Quantitative scores were calculated using benchmark scores based on labor market demand and competition for all programs in the portfolio; therefore, **program performance scores are relative to performance against the reviewed portfolio.**

Data Analyzed

Labor Market Demand

Data Point	Time Period Used	Rationale
Average number of jobs posted quarterly	2017 Q1 to 2019 Q4	Measures the actual number of jobs posted per quarter, during the most recent period of data available.
Average quarterly growth in proportion of job postings (percent change)	2017 Q1 to 2019 Q4	Measures the quarterly change in job postings. EAB analyzed job posting growth in terms of proportion to identify occupations growing faster than the labor market as a whole and to account for economic fluctuations.
Average quarterly growth in job postings (actual change)	2017 Q1 to 2019 Q4	Measures the quarterly change in job postings. EAB analyzed actual change in addition to percent change to account for volume of job posting growth.
Projected occupational growth (percent change)	2018-2028	Indicates potential future growth in labor market demand nationwide.
Projected occupational growth (actual change)	2018-2028	Indicates potential future growth in labor market demand nationwide.



Data Analyzed (cont.)

Competitive Landscape

Data Point	Time Period Used	Rationale
Number of competitors offering programs	2017-2018 academic year	Measures the current competitive saturation of the program landscape.
Average annual change in the number of competitors offering programs (percent change)	2015-2016 through 2017-2018 academic year	Assesses changes in competitive saturation through year-over-year change in the number of competitors. EAB analyzed percent change to assess growth in relation to total competitive saturation.
Average annual change in the number of competitors offering programs (actual change)	2015-2016 through 2017-2018 academic year	Assesses year-over-year change in the number of competitors to assess changes in competitive saturation. EAB analyzed actual change to identify net change in competitors.
Average annual degree conferrals	2015-2016 through 2017-2018 academic year	Measures the average number of degree conferrals per year as a proxy for student demand.
Average annual change in total degree conferrals (percent change)	2015-2016 through 2017-2018 academic year	Assesses year-over-year change in the total number of degrees conferred to gauge changes in student demand. EAB analyzed percent change to assess growth in relation to total degree conferral volume.
Average annual change in total degree conferrals (actual change)	2015-2016 through 2017-2018 academic year	Assesses year-over-year change in the total number of degrees conferred to gauge changes in student demand. EAB analyzed actual change to account for volume of growth in degree conferrals.

Master of Science Applied Data Science

New Program Proposal



EAST TENNESSEE STATE
UNIVERSITY

Data Science

- Is “as much art as science” (Kolakowski, N. 2/13/20)
- Demands a mix of skills and experience
- Requires graduate level education
- Collects data, organizes & analyzes data, and helps industries use data for growth and decision-making
- Relies on interdisciplinary knowledge



Employment for Data Scientists

- 7% growth in job postings between 2018-2019 (Kolakowski, N. 2/13/20)
- 11.5 million Data Science jobs predicted by 2026 (U.S. Bureau of Labor Statistics)
- Average time to fill data science positions
 - Nationally 46 days
 - Regionally 365+ days (Joyner, J., Chick-Fil-A)
- \$95,000-\$102,000 average salary



Industries that Utilize Data Scientists

- Retail
- Medicine
- Communication, media, entertainment
- Transportation
- Construction
- Education
- Manufacturing
- National Resource Management
- Government
- Energy & Utilities



Program Highlights

- Interdisciplinary
 - math, statistics, computer science form core
 - electives drawn from other disciplines including geosciences, public health, economics, psychology, anthropology, sports science, etc.
 - uses courses in current inventory
- 36-39 hours with thesis & non-thesis options



Appeal to Working Students

- On ground and online options
- Full-time or part-time options
- Thesis and non-thesis options



MS Applied Data Science

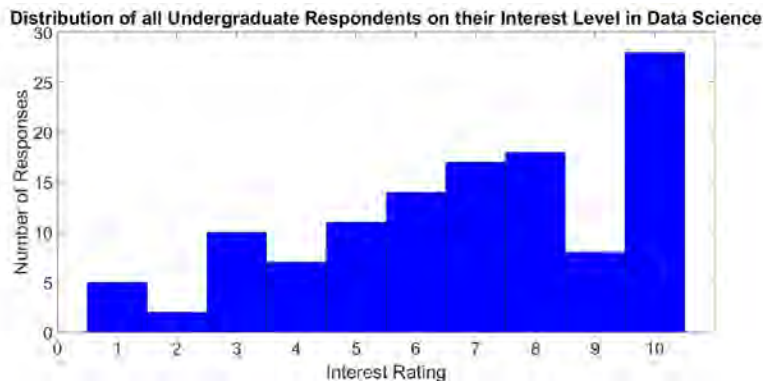
Distinctive Features

- Domain-specific courses (that is, specialized computer languages leveraged for different purposes)
- Industrial-based projects with industry partners (aka “internship”)
- Deliberate balance of theory and application



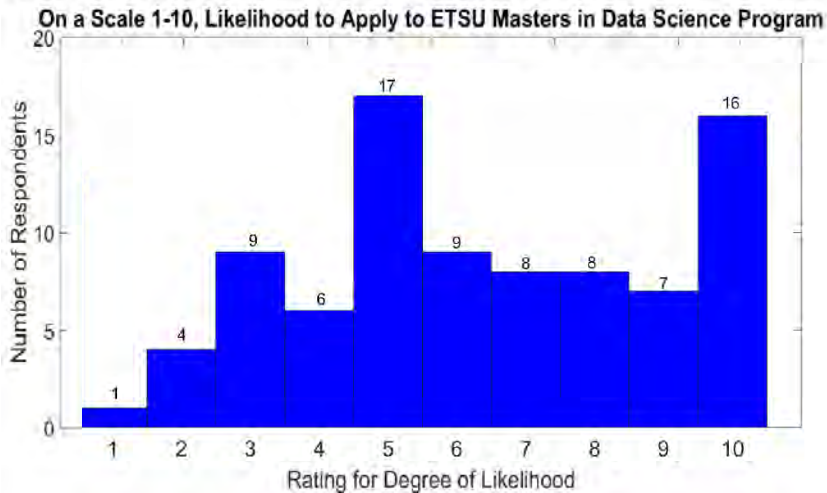
Key Results of Feasibility Study

85 ETSU
undergraduates
expressed strong
interest in the program.



N=121 ETSU undergraduates in relevant majors

Key Results of Feasibility Study



48/85 current UG students would likely to apply

N=85 UG who expressed interest

Graduate Portfolio Diagnostic

Assessment of Labor Market Demand and Competitive Opportunity, Regional Data



Enrollment and Revenue Projections

Academic Year	Year 1	Year 2	Year 3	Year 4	Year 5
Projected number of new students	12	16	20	24	24
Projected cumulative number of students	12	28	36	44	48
Projected Number of Graduates*	0	9	12	16	19

Academic Year	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition	\$138,228	\$316,772	\$407,004	\$497,236	\$541,392
Expenditures	\$153,557	\$215,314	\$222,033	\$220,834	\$223,719
NET	(\$15,329)	\$101,458	\$184,971	\$276,402	\$317,673

All students are tuition paying except 6 graduate assistants (total by year 2).

* Graduation rate assumes full-time students will complete in 2 years; 25% of students will be part-time and will take 4 years to graduate. We assume an attrition of 2 students each year.

Expenditures include 1 new tenure-track position in Department of Mathematics and Statistics, Program Director stipend, operating expenses, travel, 6 Graduate Assistantships.



Supports State and ETSU Goals

THEC Master Plan

- increase enrollment in high-needs fields
- increase computer science/data analytics offerings
- execute partnerships between higher education and industry

ETSU

- improve the quality of life in our region and beyond
- strategic enrollment growth



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 19, 2021

ITEM: Academic Action Notification for Period of August 1, 2020 through December 31, 2020

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: Wilsie Bishop
Senior Vice President for Academics and Interim Provost

The ETSU Board of Trustees has requested that staff provide periodic updates on select academic actions. The following agenda materials outline the academic action notifications for the period of August 1 through December 31, 2020 which consist of:

<i>Type of Action</i>	<i>Quantity</i>
Establish Free Standing Degree from Concentration	1
Change Instructional Delivery Method	1
Change Name/Title for Program or Concentration	4
Change Program of Study Credits for Thesis/Dissertation	1
Establish New Academic Program	1
Establish New Concentration in Existing Program	2
Revise Articulation Agreement	1
Revise Curriculum – Substantive	2
Revise Program Policy	4
Terminate Academic Program or Concentration	2

Academic Actions Notifications

For the Period August 1, 2020 through December 31, 2020

East Tennessee State University Board of Trustees
Academic, Research, and Student Success Committee
February 2021

The ETSU Board of Trustees must be apprised of select academic actions taken by the university on a periodic basis. Frequently, broad-sweeping academic actions must occur in response to new or revised guidelines and expectations from sources outside of ETSU such as federal, state, industry, and accrediting agencies. The following is an overview of academic actions from August 1 – December 31, 2020. All notifications to THEC for this time period have been submitted.

Academic Actions Submitted to THEC

Establish Free Standing Degree from Concentration

1 M.S. in Information Systems

The Master of Science in Computer and Information Sciences at East Tennessee State University was established in 1986. Before 2001, the program featured concentrations in computer science, information science, and information technology. A 2001 curriculum revision combined the information science and information technology concentrations while increasing curricular emphasis on practical aspects of computer science, information systems, and software engineering as a way of preparing graduates for work in the industry. Current changes will update curriculum and change the name of the current degree to a Master of Science in Computer Science and establish a new degree from an existing concentration in Information Technology; the new degree will be a Master of Science in Information Systems. These changes will help make the program competitive with comparable programs from other institutions while providing interdisciplinary offerings across the College of Business and Technology.

Change Instructional Delivery Method

1 MALS from Traditional to Traditional/Fully Online/ Hybrid

The Master of Arts in Liberal Studies (MALS) program is designed to appeal to traditional graduate students as well as those who desire to pursue lifelong learning, have been away from higher education for some time, are working fulltime, and/or have family and other obligations that make it difficult for them to attend a traditional on-ground graduate program. Changing the delivery mode of this program will provide all of these student demographics more flexible options for pursuing their programs of study and completing their degrees. Offering the program in online and hybrid formats is also expected to attract new students to the program.

Change Name/Title for Program or Concentration

1 Clinical Alcohol and Drug Abuse Counseling Studies – Clinical Addiction

This program title change is rooted in a national effort to destigmatize and medicalize addiction and substance abuse disorders as well as supporting the development of consistent scientific terminology in the International Classification of Diseases, tenth revision (ICD-10), the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM 5), and the definition of addiction provided by the American Society of Addiction Medicine. The term abuse, as it relates to drug and alcohol misuse, is being

replaced with addiction and/or substance use disorder. This title change is consistent with other health program title changes at ETSU.

2 Early Childhood Development Major BS (PreK-3 Concentration) (Licensure) – Early Childhood Development Major BS (PreK-3 Concentration)

The title of this degree has been misleading to students because of the term licensure in the degree title. Licensure requires both the degree and successful completion of additional licensure requirements established by the State of Tennessee. Therefore, a student may complete the degree and not obtain the license. This title change will reduce confusion for potential students searching Early Childhood bachelor degrees.

3 Technical Writing – Technical and Professional Writing

The name change from Technical Writing to Technical & Professional Writing not only reflects nomenclature trends in the discipline, but more accurately represents a field in which not all roles, functions, or textual genres are strictly technical. By broadening the scope of the program to include all forms of "professional" writing, the minor can be marketed for what it actually is: a diverse and flexible bank of knowledge and skill sets that are applicable across disciplines.

4 MS in Computer & Information Sciences to MS in Computer Science

The Department of Computing currently offers two concentrations under the M.S. in Computer & Information Sciences degree. The first, Applied Computer Science, provides an in-depth study in several classic Computer Science topics. The second, Information Technology, provides coursework in several areas related to Information Sciences: the storage, movement, dissemination, and protection of information. To make the program more marketable and accessible to students with non-computing backgrounds, we are proposing an academic program modification which will move the Information Technology concentration to a full M.S. in Information Technology (establish new degree from concentration – MS Information Systems). Because of this anticipated change, we would like to remove the Information Sciences portion of the current degree title to better align with program content.

Change Program of Study Credits for Thesis/Dissertation

1 PhD Early Childhood Education

This change in course credits is to clarify dissertation credit requirements in the program and identify the range of credits for dissertation. This will also align with requirements related to federal student aid and the student program of study, which must represent all possible credits for completion.

Establish New Academic Program

1 MS in Applied Data Science (LON)

The growing importance of Data Science in technology, industry, health services, administration, and other arenas calls for a well-trained Data Science workforce. The demand for data scientists exceeds the supply. According to the U.S. Bureau of Labor Statistics, the need for practitioners of Data Science will create 11.5M job openings by 2026. The need to build Data Science capacity and attract more students to courses in Data Science and Analytics is evident: every major industry needs these capabilities to succeed. There is a great need to create multidisciplinary hubs versus discipline-specific silos; advance data-related skills for all students in all disciplines; strengthen ties with professional societies; and develop curricula to open and expand pathways for a diverse workforce ready to confront the challenges posed by big data processing.

The proposed Masters Degree in Applied Data Science (M.S.A.D.S.) will help to alleviate this need by promoting data literacy across many of ETSU's disciplines, while enhancing Data Science expertise by

providing students with comprehensive and in-depth training. The new degree will enhance students mathematical and computational proficiency while providing real-world experiences through internships with local industries, healthcare or administrative units. At same time, an extensive elective track will guide their efforts to identify suitable concentrations within the rich spectrum of data-related disciplines.

Establish New Concentration in Existing Program

1 Health Care Marketing- Business Administration MBA

Based on feedback from recent graduates who are employed in the health care sector, local employers in the health care industry (Ballad Health), future potential MBA students considering ETSU's MBA Program, and the Management and Marketing Industry Advisory Board, there is considerable interest for an MBA concentration in health care marketing. Students who work for Ballad or other related health care areas desire to have additional courses available that will focus on health care marketing. This concentration is being offered in partnership with the Allied Health Department.

2 Accelerated Master of Business Administration (AMBA) 3 concentrations – Cybersecurity Management, Business Analytics, Health Care Marketing

Three concentrations: (1) Cybersecurity Management, (2) Business Analytics, and (3) Health Care Marketing Concentrations have been introduced to the traditional MBA modality and have resulted in high student interest and increased enrollment. This proposal will establish these same concentrations in the accelerated MBA. There is no change in the number of credits in this degree.

Revise Articulation Agreement

1 Rural Health, Graduate Certificate

In Fall 2019, the College of Public Health established a new MPH curriculum which includes four 4-credit hour foundational courses. The Rural Health, Graduate Certificate was then revised to include two of the 4-credit hour MPH foundational courses. This change resulted in a two credit hour increase in the Rural Health Graduate Certificate from 15 to 17 credit hours. The current articulation agreement is consistent with the previous Rural Health Graduate Certificate which comprised 15 credit hours. Therefore, this revision is to update the current articulation agreement to allow for the transfer of 17 credits into the degree program in Community Health.

Revise Curriculum - Substantive

1 Master of Public Health

HSMP 5010 - Foundations of Public Health is an existing 3-credit hour course, listed as part of the MPH Program. This course covers a set of 12 foundational public health knowledge learning objectives prescribed by the Council on Education for Public Health (CEPH). According to CEPH, Schools and Programs of Public Health should ensure that students without a previous bachelor's, masters or doctoral degree, from a CEPH-accredited program or school, are grounded in the 12 foundational public health learning objectives. However, this course is not listed as part of the Core Requirements for the MPH Program. As such, for students who do need to take this course, HSMP 5010 is not showing as part of their core courses. Instead it is showing as an elective course. To rectify this issue, the College of Public Health is submitting this curriculum change to move HSMP 5010 from an elective to a Core Requirement for the MPH Program.

2 M.S. Computer & Information Sciences (with new concentrations & credit change)

The current structure of the M.S. in Computer & Information Sciences has been in place since 2000 with a focus predominately on software engineering professionals. Software engineering is not the focus of many jobs in today's market. EAB Research & Analysis shows that Computing Master's degrees have high demand by employers. To match market demand and increase student choices, the proposed improvements to the existing degree program will update the degree's organization while reducing the number of credit hours required from 39 to 33. The updated curriculum will give students additional flexibility in their choices, and allow them the opportunity to complete the degree in less time. This Substantive Revision includes a change in program credits (both notifications were sent to THEC in separate forms).

Revise Program Policy

1 Global Sport Leadership – Admission

This admission policy revision is to remove the Graduate Record Exam (GRE) as an admission requirement. The GRE is being removed by many programs across the state and nation, this admission policy change will align our program with other similar programs across the state and nation. This revision will also change the following two admission policy items: the application deadline will move from June 1 to April 1 and required references will have flexibility for adult students.

2 M.B.A. Business Administration – Admission

The M.B.A admission policy will be altered to allow flexibility in use of the Graduate Management Admissions Test (GMAT) for admission to the program. Test scores will be waived if students meet one of the following conditions: a) Completion of another graduate degree, regardless of subject area, b) a 3.0 or higher GPA from an AACSB-accredited undergraduate business program, or c) a 3.5 or higher GPA from a non-AACSB-accredited undergraduate business program or a non-business discipline undergraduate degree.

3 M.S. Clinical Nutrition – Admission

This Admission Policy revision removes the Graduate Record Exam (GRE) as a requirement for admission and deletes a sentence regarding admission dates to clarify the policy.

4 Master of Arts in Liberal Studies – Admission

Admission requirements pertaining to the Applied Theatre Pedagogy Concentration are no longer valid because this concentration has been terminated. Therefore, this revision will delete obsolete requirements.

Terminate Academic Program or Concentration

1 Counseling MA (College Counseling/Student Affairs Concentration)

There are no longer students in the concentration; the last students in this concentration graduated in May, 2019. Terminating this concentration will in no way hamper students from gaining access to careers in higher education.

2 MA Counseling (Couples and Family Counseling Concentration)

In order to align with CACREP accreditation standards, program concentrations are being reduced to two: Clinical Mental Health and School Counseling. This is consistent with CACREP accredited Counseling Programs throughout the United States. Through advising, it is still possible for students to have a Couples and Family emphasis within the Clinical Mental Health concentration. Courses that have been associated with the Couples and Family Counseling concentration are not being terminated. These courses will still be offered as electives.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 19, 2021

ITEM: Update on Center of Excellence in STEM Education

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: Janna Scarborough
Dean, Clemmer College

Established in 2006 as one of the first Centers of Excellence in Tennessee of its kind, the Center of Excellence in Mathematics and Science Education (CEMSE) has a successful history in advancing excellence in STEM (science, technology, engineering and mathematics) education at all levels P-16. Originally established as a joint collaboration between the Clemmer College and College of Arts and Sciences, CEMSE has secured over \$24.5 million in federal and state grants and served over 70 schools, 750 teachers, and 40,000 students across the state and region.

The faculty will build on their success as we look ahead to broaden and deepen our impact in elementary through secondary education, higher education, educator preparation, professional development, and workforce development. Pending approval from the Tennessee Higher Education Commission, we are changing our name to the Center of Excellence in STEM Education (CESE) and adding the College of Business and Technology formally to our collaborative efforts. This change in name and structure better reflects the work of the center that incorporates technology, engineering education, computing, science, and mathematics, and most importantly, integrated STEM education (as promoted by the Tennessee Department of Education Strategic STEM plan and the Next Generation Science Standards).

In addition to running several state and federal grants (USDoE, NSF), the Center's annual projects include organizing:

- A Governor's School in Integration of Biological and Statistical Sciences;
- The Eastman MathElites and SciencElites programs;
- The Northeast Tennessee STEM Hub funded by Battelle Education; and
- Mathematical Olympiad for Elementary and Middle Schools.

Planned future initiatives include:

- Synthetic Biology Governor School;
- Seek funding in the area of Computer Science for All (NSF);
- A focus on "Epidemiology as a STEM Education Field"; and
- Partner with the Niswonger Foundation on its \$8 million Department of Defense grant.

The Center of Excellence in STEM Education is also part of an emerging collaboration between the Clemmer College, College of Arts and Sciences, College of Business and Technology, Niswonger Foundation, STREAMWORKS, the ETSU Research Cooperation and other entities to coordinate efforts around P-16 STEM Education as well as workforce development in our region. The Center has always reflected the value of collaboration and a mission to better the region in its efforts, and the Center of Excellence in STEM Education reflects our commitment to expanding our impact at the state, regional, and national levels.

Rationale for Name and Structure Change

- Former name is the result of being one of the first schools to begin such a Center. The STEM acronym was not widespread at that time. UTK is undergoing a similar name change.
- Technology, engineering education, and computing areas of focus in addition to mathematics and science
- Center serves as a strong advocate for *Integrated STEM learning*
- Addition of College of Business and Technology to collaboration with Clemmer College and College of Arts and Sciences
- Reflects initial and ongoing mission to achieve excellence in STEM education at all levels, P - 16.



TN STEM

- Focus on integrated STEM education (as promoted via the TNDoE Strategic STEM plan);
- Examples include
 - \$660K US DoE grant on Integrating STEM with Computing and Literacy (Dr. Chih-Che Tai)
 - The NE TN STEM Hub , funded by Battelle, housed in Center
 - ETSU offers integrated STEM courses at the college level
 - ETSU offers a Graduate Certificate in STEM K-12 Education
- The new Tennessee Science standards, strongly influenced by the Next Generation Science Standards, have the key STEM ideas of engineering design and scientific inquiry embedded at all grades
- The state has STEM school designation processes in place, a STEM strategic plan, and STEM training workshops with an adopted the motto of “STEM for all”

History and Background

- The Center was started in 2006 as an offshoot of the P-16 Council. Jack Rhoton served as founding director Director until 2014. Current director is Dr. Anant Godbole.
- Notable Center-sponsored activity in that period included:
 - Tennessee MSP, Reaching for Excellence (Rhoton, Tai), \$2.7M
 - Tennessee Race to the Top, Battelle, (Rhoton, Tai), \$1.5M
 - NSF-STEM Talent Expansion Program (STEP)(Godbole, Rhoton), \$1M
 - Howard Hughes Medical Institute (HHMI)-Symbiosis (Godbole), \$1.7M
 - NSF GK-12 (Godbole, Govett), \$3M
 - NSF-Advanced Technology Education (Godbole, Govett), \$1.25M
- 750 teachers, 40,000 students, 70 schools impacted

Recent and Ongoing



- Eastman MathElites and SciencElites have continued, funded for ~\$50,000 a year. Sixty teachers a year.
- Tennessee STEM Innovation Network funds for ~\$35,000 a year for professional development. In a typical year, we serve ~100 teachers.
- The inclusion-focused NSF Research Experiences for Undergraduates program has run via the Center from 2019. Funded for \$340,000 in collaboration with U. Puerto Rico, Ponce. Eleven students a year from across the US and its territories.
- Governor's School for Integration of Biology and Statistics (as in pre-2014)- 30 student/year. This is the only GS offering 7 credits and running for 5 weeks. This is made possible via ETSU tuition support. \$90,000 per year.
 - In 2020, we focused on Virology and Covid 19 data sets.

Major State and US Department of Education Funding

- Dr. Tai as PI
 - US DoE, i-SLICEE, \$660K (Integrating, STEM, Literacy and Computing)
 - SLICE-PBL, \$460K, TN DoE Math Science Partnerships
 - SLICE, \$750K, TN DoE Math Science Partnerships
 - TN Math Science Partnerships, \$200K

Integrating STEM and Literacy with Computation in Elementary Education (iSLICEE)

Classroom implementation in 2nd grade

Mentor: Kelli Barnett

Mentee: Kayla Runyan

Robotics in Language Arts

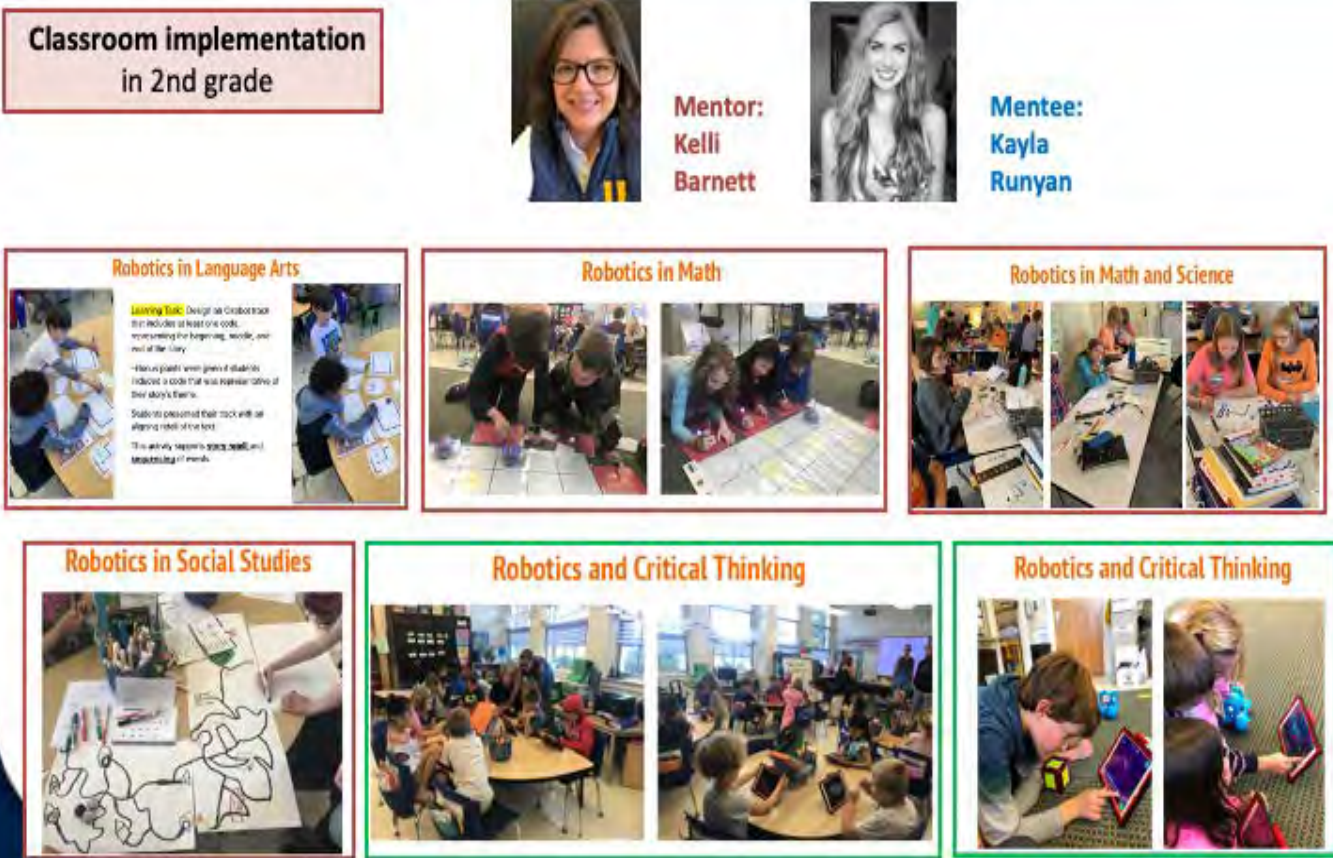
Robotics in Math

Robotics in Math and Science

Robotics in Social Studies

Robotics and Critical Thinking

Robotics and Critical Thinking



EAST TENNESSEE STATE UNIVERSITY

Future Endeavors in STEM

- Synthetic Biology Governor School: reorganize our Governor's School in 2022 to focus on Synthetic Biology, a field that lies at the intersection of the Physical, Life, and Mathematical Sciences, and Computer Science and Engineering.
- Dr. Tai will seek major US DoE funding.
- Seek NSF funding in the area of Computer Science For All.
- Resubmit an improved NSF-Improving Undergraduate STEM Education proposal.
- Build on Graduate Assistant's work on materials on the theme of "Epidemiology as a STEM Education Field". *They presented and won an award at the Tennessee Academy of Sciences Meeting in November 2020.*
- The Center will partner with the Niswonger Foundation on its \$8M DoE grant by engaging in teacher training in Epidemiology and Open Source Computer Languages in Statistics.

Thank you

- Dr. Anant Godbole, Director, CESE
- Dr. Chih-Che Tai, Assistant Director, CESE
- Dr. Joe Bidwell, Interim Dean, College of Arts and Sciences
- Dr. Dennis Depew, Dean, College of Business and Technology
- Dr. Pam Mims, Associate Dean of Grants and Research, Clemmer College

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 19, 2021

ITEM: Senior Vice President of Academics/Provost Search

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: Keith V. Johnson
Vice President for Equity and Inclusion

Dr. Keith V. Johnson will provide an update to the Board on the status of the search for the Sr. Vice President of Academics/Provost position. ETSU have partnered with Parker Executive Search to aid in the search process. A search committee have been established and consists of faculty, staff, students, administration and community representatives. Dr. Keith V. Johnson is serving as chair of the committee. A job description has been vetted, approved and have been circulated. A timeline for the search process has been established and will be used as guiding strategies to drive the search.

Parker Executive Search will work directly with the Provost Search Committee and East Tennessee State University to arrange all schedules and assist in facilitating and expediting the process of candidate recommendation. The search firm will also work with the Provost Search Committee to arrange final schedules and, when necessary, assist in the offer and negotiations. Background and reference checks will continue throughout the process to ensure that the all parties are satisfied with the information provided on each final candidate.

The agenda materials include the search timeline.



EAST TENNESSEE STATE UNIVERSITY

FINAL TIMELINE

FOR SELECTION OF

Provost and Senior Vice President of Academic Affairs

East Tennessee State University (ETSU) will determine the final timeline in consultation with Parker Executive Search (PES). Both ETSU and PES will agree on a strict timeline and commit their full resources to aggressively conduct a successful search. Our firm has a reputation for successfully completing assignments on schedule.

<u>DATE/TIME</u>	<u>OBJECTIVE</u>	<u>RESPONSIBILITY</u>
Late November/ Early December 2020	Meeting with the Provost and Senior Vice President of Academic Affairs Search Committee to discuss the search process, expectations of qualified candidates as well as position requirements, timeline, and advertising.	President Brian Noland, Provost Search Committee, and Parker Executive Search (PES)
December 2020 and January 2021	<p>Advertisements announcing the position will be placed in the following venues (at the client’s direction):</p> <ul style="list-style-type: none"> • <i>Chronicle of Higher Education</i> • <i>Diverse Issues in Higher Education</i> • <i>Women in Higher Education</i> • <i>Hispanic Outlook in Higher Education</i> • <i>Inside Higher Education</i> • East Tennessee State University website • PES website 	PES
December 2020 – February 2021	Candidate identification will proceed through advertising, correspondence, and direct recruiting by the Provost Search Committee and PES to identify qualified candidates interested in this position.	Provost Search Committee and PES

December 22, 2020	The first search update will be provided to the Provost Search Committee. Access information to the PES secure site developed for this search will be provided at this time. ** Online Only // No Conference Call **	PES
January 14, 2021 Conference Call: 3:30-4:15 pm ET	The second search update will be provided to the Provost Search Committee via conference call with PES. <i>A meeting reminder to include dial-in instructions and an agenda will be sent a couple of days prior.</i>	Provost Search Committee and PES
February 4, 2021	The third search update will be provided to the Provost Search Committee. This will include the Candidate Status Log being posted on the secure site. ** Online Only // No Conference Call **	PES
February 18-19, 2021 BREAK DAY (No Classes / University Open)		
February 23, 2021 Conference Call: 3:30-4:15 pm ET	The fourth search update will be provided to the Provost Search Committee via conference call with PES. <i>A meeting reminder to include dial-in instructions and an agenda will be sent a couple of days prior.</i>	Provost Search Committee and PES
March 9, 2021	The Provost Search Committee will be provided access to <u>all</u> candidate materials that PES has received. In addition, the Search Committee will receive Parker Executive Search's recommendation of 8-10 (more or less) candidates who have expressed an interest in the position and who meet the required job qualifications. <i>(Access to the candidate materials on the secure website will also be available no later than 4:00 p.m. ET and PES will be available by phone for any questions.)</i>	PES
March 15-16, 2021 BREAK DAY (No Classes / University Open)		
March 19, 2021 Search Committee Meeting: 1:00 -3:00 pm ET	The Provost Search Committee may identify 8-10 (more or less) candidates to schedule for interviews. <i>PES will join via tele/videoconference</i>	Provost Search Committee and PES
March 24 and 26, 2021 (as needed)	The Provost Search Committee will conduct initial interviews of 8-10 (more or less) candidates. Candidates will be scheduled by PES.	Provost Search Committee and PES

March 26, 2021	<p>The Provost Search Committee may identify 4 (more or less) finalist candidates for campus interviews.</p> <p>PES will conduct extensive background investigations on final candidates, to include:</p> <ul style="list-style-type: none"> • Federal and US criminal checks (10 years) • Credit history and motor vehicle checks • Degree verification (all degrees) • Sex offender search <p>PES will also conduct media reviews to identify potentially controversial areas of concern, and obtain various signed authorizations regarding the accuracy of the candidate’s CV/resume and any other information provided to PES on behalf of the client. On-list and off-list referencing by the Provost Search Committee and PES may begin as soon as PES has notified and received approval from the selected candidates.</p>	Provost Search Committee and PES
Weeks of April 5 and 12, 2021 (as needed)	President Noland, Provost Search Committee, and ETSU campus will conduct campus interviews with finalist candidates.	President Noland, Provost Search Committee, and ETSU campus constituency groups
April 2021	<p>An offer may be extended to the selected candidate.</p> <p>The search firm will contact all candidates who are not selected for final consideration.</p>	President Noland PES
TBD	The Provost and Senior Vice President may assume responsibilities at East Tennessee State University.	

Parker Executive Search will work directly with the Provost Search Committee and East Tennessee State University to arrange all schedules and assist in facilitating and expediting the process of candidate recommendation. The search firm will also work with the Provost Search Committee to arrange final schedules and, when necessary, assist in the offer and negotiations. Background and reference checks will continue throughout the process to ensure that the all parties are satisfied with the information provided on each final candidate.

Parker Executive Search accepts, without reservation, the principles of equal opportunity in employment. Parker Executive Search does not discriminate on the basis of age, color, creed, disability, gender, gender identity or expression, genetic information, marital status, national origin or ancestry, parental status, pregnancy, race, religion, sex, sexual orientation, veteran status, or any other applicable legally protected basis.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 19, 2021

ITEM: SACSCOC Accreditation Update

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: Cheri Clavier
Accreditation Liaison

ETSU has begun preparations for its reaffirmation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This review is required every ten (10) years and includes the preparation of a compliance certification documenting ETSU's compliance with SACSCOC Core Requirements and Standards, as well as a Quality Enhancement Plan intended to focus on an issue ETSU considers important to improving student learning outcomes and/or success. The reaffirmation process includes both an off-site and on-site review by a team of peer evaluators prior to an accreditation decision by the SACSCOC Board of Trustees. ETSU was recently approved to participate in a new Differentiated Review Process which will reduce the number of standards included in the compliance certification. An overview of the reaffirmation process and ETSU's reaffirmation timeline will be presented.

Reaffirmation Timeline:

- December 2020: Orientation
- September 2022: Compliance Certification
- November 2022: Off-Site Peer Review
- February 2023: Quality Enhancement Plan
- April 2023: On-Site Peer Review
- December 2023: Decision

SACSCOC

Accreditation Updates

*Presentation to Academic, Research, and
Student Success Committee
February 19, 2021*

Cheri Clavier, Accreditation Liaison



EAST TENNESSEE STATE
UNIVERSITY

Reaffirmation Process

- All SACSCOC-accredited institutions are required to undergo a review for reaffirmation every ten (10) years
- Recent accreditation activities at ETSU
 - 2013: Reaffirmation
 - 2016: Governance Change
 - 2018: Fifth-Year Interim Report

ETSU's Reaffirmation Timeline

- December 2020: Orientation
- September 2022: Compliance Certification
- November 2022: Off-Site Peer Review
- February 2023: Quality Enhancement Plan
- April 2023: On-Site Peer Review
- December 2023: Decision

Orientation

December 2-9, 2020

- Held virtually, during SACSCOC Annual Meeting
- 37 attendees from ETSU
 - President
 - Provost
 - Chief Financial Officer
 - Quality and Effectiveness Sub-Council
 - Student Life and Enrollment
 - Faculty

Compliance Certification

Due September 8, 2022

- Documents institution's judgment of compliance with each of the Core Requirements (CRs) and Standards
 - 75 total
- Institutional self-assessment that is thorough, honest, and forthright
- Information must be truthful, accurate, and complete

Differentiated Review (DRV)

- New process
- Must meet eligibility requirements
- Application approved by peer committee
- Modified Compliance Certification (documenting fewer standards) and QEP
- Off-site and On-site reviews still conducted
- May not participate in DRV again in 2033

DRV Expectations

- Documentation supporting compliance with 40 CRs and Standards (vs. 75 in a non-DRV reaffirmation)
- Still expected to maintain compliance with all CRs and Standards
- On-site committee can ask questions about other areas
- SACSCOC Board of Trustees may require monitoring reports to demonstrate compliance

DRV Standards Addressed

- 1.1: Integrity
- 2.1: Institutional mission
- 4.1: Governing board characteristics
- 4.2.d: Conflict of interest
- 4.2.f: External influence
- 4.2.g: Board self-evaluation
- 4.3: Multi-level governance (if applicable)
- 5.1: Chief executive officer
- 5.2a: CEO control
- 5.2b: Control of intercollegiate athletics
- 5.2c: Control of fund-raising activities
- 5.4: Qualified administrative/academic officers
- 6.1: Full-time faculty
- 6.2.a: Faculty qualifications (new faculty hired since last reaffirmation)
- 6.2.b: Program faculty
- 6.2.c: Program coordination
- 7.1: Institutional planning
- 7.2: Quality Enhancement Plan

DRV Standards Addressed

- 8.1: Student achievement
- 8.2.a: Student outcomes: educational programs
- 9.1: Program outcomes
- 9.2: Program length
- 9.3a-c: General education requirements
- 10.2: Public information
- 10.5: Admissions policies and practices
- 10.6: Distance and correspondence education
- 10.7: Policies for awarding credit
- 11.1: Library and learning/information resources
- 12.1: Student support services
- 12.4: Student complaints
- 12.6: Student debt
- 13.1: Financial resources
- 13.2 a-c: Financial documents
- 13.3: Financial responsibility
- 13.6: Federal and state responsibilities
- 13.7: Physical resources
- 14.1: Publication of accreditation status
- 14.3: Comprehensive institutional review
- 14.4: Representation to other agencies
- 14.5: Policy compliance

Off-Site Reaffirmation Review

November 1-4, 2022

- Committee of 8-10 peer evaluators
- Documentation review only – no dialogue or meetings
- Review a “cluster” of institutions
 - Similar governance and degrees offered
- Preliminary findings about compliance
- Report sent to On-Site Reaffirmation Committee

Quality Enhancement Plan (QEP)

Due February 20, 2023

1. Topic identified through ongoing, comprehensive evaluation processes
2. Broad-based support of institutional constituencies
3. Focuses on improving specific student learning outcomes and/or student successes
4. Commits resources to initiate, implement and complete
5. Includes a plan to assess achievement

QEP Alignment with THEC QAF

- Student Equity
 - Improve outcomes for historically underserved populations
 - Quantitative: full-time, fall-to-fall retention compared to 3-year rolling average
 - Qualitative: self-assessment, action plan, yearly status reports
 - ETSU target: Students of Color
 - Typically lower retention and graduation rates
 - Partnership with Office of Equity and Inclusion
 - Strategic plan alignment

QEP Alignment with THEC QAF

- Student Access & Success
 - Increase % or number of graduates
 - Focus populations chosen based on ETSU mission
 - Low Income (% per 100 FTE)
 - High-Needs UG and Graduate Programs (number of graduates)
 - Baccalaureate Degree Graduates with Previously Earned Associates Degree (number of graduates)

On-Site Reaffirmation Review

April 3-6, 2023

- Focused evaluation
 - Finalize issues of compliance with CRs and Standards
 - Evaluate QEP
 - Provide consultation regarding issues addressed in QEP
- Produces written report noting areas of non-compliance
- Report + institution's response sent to SACSCOC BT for review and action

SACSCOC BT Review

- Standing Committee on Compliance and Reports (C&R) reviews committee report and institutional response
- C&R recommendation forwarded to SACSCOC Executive Council (EC)
- EC recommends action to full BT
- SACSCOC BT makes final decision on reaffirmation and any monitoring
- Decision announced at December 2023 annual meeting

Resources

- [SACSCOC Principles of Accreditation and Resource Manual](#)
- [Reaffirmation Process](#)
- [Differentiated Review Process](#)
- [Differentiated Review Timeline](#)

Questions?



Cheri Clavier, Ed.D.

Director Of Institutional Effectiveness And Accreditation Liaison

clavier@etsu.edu

(423) 439-7483

206 Burgin Dossett Hall

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 19, 2021

ITEM: Update and Discussion on Ballad and the Coordinating Council

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: William Block
Vice President for Clinical Affairs and Dean of Medicine
David Linville
Executive Vice Provost for Academics and Health

The ETSU Ballad MOU provides a set of principles and operating guidelines to support the institutions' strategic relationship and to benefit the respective goals of Ballad, ETSU, and ETSU Health. The joint purpose and objectives of the agreement include:

- Educating and training current and future healthcare providers and related professionals in the region to possess the knowledge, skills, and abilities necessary to improve the health of the people living in the region;
- Improving the health of the region by addressing the leading health determinants and challenges of the region through an integrated and collaborative program of inter-professional education, research, clinical care, and community-based activities;
- Working together to provide, within the region, high quality, affordable, and accessible healthcare across the clinical spectrum and individual lifespan;
- Advancing the understanding of health and disease through research and translating these advances into improved healthcare delivery and effective community health improvement programs;
- Working toward the adoption and development of inter-operability of information, health records, clinical, and research platforms that effect goals set forth in the MOU to ensure clinical, financial and analytical data is available for patient care, research and quality improvement purposes.

A Coordinating Council with senior leadership from ETSU and Ballad ensures close and on-going collaboration, in addition to three sub-councils providing specific oversight in the areas of education, research, and clinical operations. Drs. Linville and Block give an update on the Coordinating Council and activities with Ballad for discussion.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 19, 2021

ITEM: Research Corporation Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Brian Noland
President
David Golden
Research Corporation President/CEO

During the November 19, 2020 Academic, Research, and Student Success Committee Meeting, President Noland and Professor David Golden shared opportunities for the ETSU Research Foundation to coordinate the portfolio of currently disparate but ideally related ETSU organizations and facilities that include the Innovation Laboratory (I-Lab), the Tennessee Small Business Development Center (TSBDC), the Institute of Computation and Research and Data Science (CaRDS), Valleybrook, and Intellectual Property and Technology Transfer.

Since that committee meeting, the Research Foundation Board met on December 17, 2020 and adopted revised bylaws that reflect enhanced support for the research mission of the University and support of sponsored and externally funded research. The board also selected Professor Golden as its President/CEO.

President Noland and Professor Golden will provide committee members with a Research Corporation update.