MINUTES
GRADUATE BOARD
March 13, 2017

PRESENT:  C. Creech, M. Deibis, M. Finney, B. Gaydos, V. Lotfi (Senior Vice Provost), B. Maki, A. Ojelabi (Student), K. Schilling, S. Selig, S. Turner

ABSENT:  T. Hemphill (conference)

1. Minutes from February 13, 2017 were approved with one revision.

2. Student Definition
   ▪ The Board reviewed the definition of a student that has been developed by the Associate Vice Chancellor and Dean of Students Dr. Snyder for use in the new Student Rights and Responsibilities document.
   ▪ B. Maki will provide the Board’s feedback to Dr. Snyder for additional consideration.

3. Phase Out of MS in Health Education (MSHE) Program
   ▪ The Board reviewed a letter from the Department of Public Health and Health Sciences (PHHS) stating that effective 12/31/16, the Master of Science in Health Education (MSHE) degree will no longer be offered as a degree program in PHHS.
   ▪ Students who wish to complete their degrees will meet with their Academic Advisor to develop an academic plan that will result in the completion of program requirements by December 2019.
   ▪ As the Graduate Programs Office receives inquiries about a graduate degree in Health Education, they will be asked to direct those students to the Master of Public Health, Health Education track.
   ▪ The next step is to submit the phase-out information to the Michigan Association of State Universities (MASU).

4. PhD in Physical Therapy Preliminary Program Review
   ▪ The PhD in Physical Therapy program began in Fall 2014 with the enrollment of three students.
     o The program’s goal is to help fulfill the need for qualified faculty and researchers to teach in Physical Therapy programs both within the USA and abroad and to conduct research which contributes to the continued need for evidence for physical therapy practice.
   ▪ Recent developments of the program include several revisions since its inception including:
     o In order to remain fiscally responsible, there was a decision to admit PhD in PT student cohorts every other year with the next cohort targeting 5-6 students in Fall 2018.
The applicant pool was expanded from originally only allowing UM-Flint DPT graduates to any applicant that has a Doctorate, Master’s, or Bachelor’s degree in Physical Therapy from an accredited institution in the US or its equivalent in another country.

Curriculum changes were implemented primarily due to student needs and feedback and included an additional quantitative research statistics course based on student feedback.

PhD in PT students may now elect, rather than are required to take courses in the certificate program.

- Certificate specializations include pediatrics, adult neurology and orthopedic. The cardiopulmonary certification program was ever started, and the geriatrics certificate program is currently in a ‘moratorium’ status.

- Program strengths include:
  - The program is supported by a strong, qualified faculty.
  - There is a high degree of student satisfaction. The program is responsive to student feedback.
  - The program draws from both domestic and international markets.
  - The program brings a tremendous amount of research opportunities for both faculty and students.
  - The program is providing a service to the profession by working to meet the long standing faculty shortage in PT educational programs.

- A summary of program challenges include:
  - Even though enrollment targets have not been met, the program will continue to be modestly sustained by the revenue generated by other PTD programs with larger student numbers.
  - The program is encouraged to continue to conduct a market analysis in order to ensure that future enrollment targets are met. Some potential questions identified by the Board in their discussion include:
    - Determine what, if any, barriers do students face when considering the program? Does funding impact their decision to attend UM-F?
    - Since students attend classes one day/week, would a delivery mode change of one day/month attract a wider range of students?
  - The Board was pleased with the self-study report and does not require an interim report to be submitted.

5. **Doctor of Physical Therapy (DPT) Full Program Review**

- The DPT program began in 2001 and achieved its last 10-year CAPTE reaccreditation in 2011.

- Recent developments of the program include several revisions since its last program review including:
  - Each year the department conducts an annual departmental retreat to review the program and to assess student learning outcomes.
Two new courses were developed with the intent of improving the integration and application of content taught in individual courses.

The structure of the clinical education courses was also changed.

Clinical sites increased from 105 sites in 2013 to 350 in 2016.

The PTD secured a physical therapy teaching laboratory resulting in an additional 3,977 square feet of space.

The Faculty Workload Policy was revised resulting in clearer expectations regarding the distribution of faculty workload (teaching, scholarship, and service) including varied expectations by rank and years of service.

In January 2014, Allon Goldberg, PT, PhD was hired as PTD Director/academic program administrator.

- Program strengths include:
  - A high student satisfaction rate with the faculty and curriculum;
  - A rigorous curriculum and coursework;
  - NPTE-PT licensure pass rates that exceed 90%;
  - Highly qualified and dedicated faculty;
  - Strong enrollment trends have led to increased revenues and robust budget;
  - Large increase in number of clinical sites;
  - 10 year CAPTE reaccreditation in 2011.

The challenge to the DPT program is to continue the good work that has already been done into the future.

The Board was very pleased with the self-study report and does not require an interim report to be submitted.

6. Transitional Doctor of Physical Therapy (t-DPT) Full Program Review

- The t-DPT program is an online program that began in January 2009. The t-DPT program is designed for physical therapists who earned their professional degree at a bachelor’s or master’s degree level to advance to a doctoral degree within the field of physical therapy.

- Students that choose to obtain a t-DPT with clinical concentration in orthopedics, neurology, or pediatrics must also complete a certificate program in the desired clinical concentration.

- Program strengths include:
  - Providing a high quality, post-professional fully online program to PT professionals in both domestic and international markets.
  - Enrollment has remained steady resulting in moderate revenues and a good budget.
  - Qualified and highly diverse faculty who are expert clinicians with the appropriate specialization to support advanced practice and diverse teaching experience.
  - High student satisfaction with the curriculum and faculty.
Responsiveness of program to provide additional resources and instruction to international students as needed.

- A summary of program challenges include:
  - An emphasis on marketing and international recruitment is needed as the US student market is declining.
  - On the student survey, there is a gap between the importance and student satisfaction with getting the courses that they want in the semesters that they desire.
  - The program has identified the need to develop Clinical Mentors for Advanced Practicum and Advanced Practicum Sites including the establishment of affiliation agreements with clinical sites for residency programs.
  - The program has described the need to increase research support to aid in scholarship productivity and teaching effectiveness of tenure track faculty.
  - Continue to maintain excellent leadership of the program given the departure of Dr. Jamie Creps.

- The Board was pleased with the self-study report and does not require an interim report to be submitted.

7. Matters Arising

- Additional revisions need to be made to the Guidelines for Approval of New Graduate Programs to add AAAC back to the approval process. The new revisions will be presented to the Board at a future meeting for a second approval.

Next meeting: 3/27/17 @ 2:00pm in the Graduate Programs Conference Room