

TO: Education, Personnel, and Student Life Committee

Jim Masland, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Megan Cluver
Peg Flory
Izzy Gogarty

FROM: Yasmine Ziesler, Chief Academic Officer



RE: EPSL Meeting on October 21, 2019

DATE: October 15, 2019

The EPSL Committee of the Board of Trustees is scheduled to meet from 3:45 to 4:45 p.m. at the Office of the Chancellor.

The committee has a full agenda of regular business, including consideration of several [Policy 102](#) new program proposals. As you review these proposals prior to the meeting, please note they all include an evaluation using the [new rubric](#) adopted as part of the policy revision approved by the board in June.

I can be reached directly at (802) 224-3025 if you have any questions.

Thank you.

Cc: VSC Board of Trustees
Council of Presidents
Chief Academic Officers
Student Affairs Council

**Vermont State Colleges Board of Trustees
Education, Personnel, and Student Life Committee**

October 21, 2019

AGENDA

1. Call to order
2. Approval of August 26, 2019 Meeting Minutes
3. [Policy 102](#) New Program Proposals:
 - a. Castleton University: A.S. in Occupational Therapy Assistant
 - b. Castleton University: A.S. in Physical Therapy Assistant
 - c. Castleton University: M.S. in Nursing
4. Information item: Policy 311/311A training and investigations update
5. Discussion item: Proposed policy related to sexual abuse of minors
6. Other business
7. Comments from the public

MATERIALS

1. August 26, 2019 minutes
2. CU Executive Summary Memo and Policy 102 Rubric
3. CU New Program Proposal: A.S. in Occupational Therapy Assistant
4. CU New Program Proposal: A.S. in Physical Therapy Assistant
5. CU New Program Proposal: M.S. in Nursing
6. United Educators Brief: Safeguarding Our Communities from Sexual Predators

Item 1:
Minutes of the August 26, 2019
Meeting

Minutes of the VSCS Board of Trustees Education, Personnel, and Student Life Committee meeting held Monday August 26, 2019 at the Chancellor's office, Conference Room 101, Montpelier, VT - UNAPPROVED

Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent meeting.

The VSCS Board of Trustees Education, Personnel, and Student Life Committee met on Monday, August 26, 2019 at the Chancellor's Office, Montpelier, Vermont.

Committee Members present: Jim Masland (Chair), Karen Luneau (Vice Chair), Janette Bombardier, Megan Cluver, Peg Flory

Absent: Isabel Gogarty

Other Trustees Present: Churchill Hindes, Lynn Dickinson

Presidents: Elaine Collins, Joyce Judy, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
Tricia Coates, Director of External & Governmental Affairs
Jen Porrier, Administrative Director
Steve Wisloski, Chief Financial Officer
Sophie Zdatny, General Counsel
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nolan Atkins, Provost, Northern Vermont University
Laura Jakubowski, Chief Budget & Finance Officer, Castleton University
Tom Maus-Pugh, Provost, Castleton University
Maurice Ouimet, Dean of Enrollment, Castleton University
Greg Petrics, Professor of Mathematics Northern Vermont University
Sharron Scott, Dean of Administration, Northern Vermont University

1. Call to Order

Chair Masland called the meeting to order at 10:06 a.m.

2. Consent Agenda: Approval of May 29, 2019 Meeting Minutes

Trustee Luneau moved and Trustee Masland seconded the motion to approve the minutes. The motion was approved unanimously.

3. Northern Vermont University Policy 102 New Program Proposal: B.S. in Data Science

NVU Provost Dr. Nolan Atkins and NVU Professor Dr. Greg Petrics gave an overview of the proposed program for a B.S. in Data Science at Northern Vermont University. Dr. Atkins shared that Data Science is a rapidly growing field and this program is designed to meet that need. This degree program will produce well trained data scientists to address the growing need of data demand. This program is possible at NVU with the combined expertise of both campuses. Professor Bradley Beth at NVU-Lyndon has a strong data science expertise background and this will serve to integrate both campuses to offer this program. Trustee Bombardier asked how much of this program will be available online. Dr. Petrics answered that most will be offered on campus, but the hope is to have the courses available via telepresence as well as online availability in the future. There was discussion of potential strong interest in some of the courses for workforce development. Dr. Atkins identified that Ann Nygard, Director of the Center for Professional Studies at Lyndon has been involved in the program's development.

Trustee Flory moved and Trustee Bombardier seconded the motion to recommend to the Board the approval of the B.S. in Data Science at NVU. The motion was approved unanimously.

4. Discussion of academic programs data

Chief Academic Officer Dr. Yasmine Ziesler explained that the basis for this report (Enrollment Overview by Academic Program Area) comes as a result of the ideas generated during the Long Range Planning Committee sessions as they gather ideas for "Secure the Future." This is a response to input about duplication and transferability within the system. Dr. Ziesler began by discussing how many of the VSCS courses are in the McClure Pathways to Promising Careers resource. This is a resource guide for potential students developed to identify educational pathways into high wage and high growth jobs over the next ten years. The McClure Foundation, working with the Department of Labor, has identified all the education and training programs around the state of Vermont that align with those jobs. Dr. Ziesler explained that this document is a live resource that is constantly being updated. Dr. Ziesler concluded that the VSCS programs are well aligned with these high standards set by the McClure Foundation.

5. Discussion of online program delivery across the system

Dr. Ziesler shared the launch of the new Learning Management System named Canvas. This system replaces the former system, Moodle, and includes 24 hour, 7 days/week, 365 days support to students and faculty, something previously unavailable with Moodle. Additionally, VSCS is implementing a single student advising platform named Aviso. This is geared towards student retention using predictive analytics to identify retention risks and facilitating intervention and communication outreach. The VSCS is also migrating to a new cleaner interface for registration, billing, and financial aid. As a system, there is also a single academic transcript for

students, eliminating the need to transfer credits within the system. Dr. Ziesler then shared the complete list of currently offered online programs at VSCS. There is some programmatic overlap but there is significant differentiation at the master's level. There are also different tuition rates for online programs across the system, as is the case for all tuition rates generally.

6. Other Business

Chancellor Spaulding inquired of the committee members what they might like to see covered in future meetings. Trustee Bombardier would like to know about where the schools are going in 2, 3, 4 years and what key strategic directions are, as this is the place for the board to provide input. What is the future direction of programs? What are you seeing as voids in the future? Trustee Flory likes the data but would like to know what it will be used for. Trustee Cluver is interested in learning more about the VSCS customer base and who that will be in the future.

7. Comments from the public

There were no comments from the public.

Chair Masland adjourned the meeting at 12:03 p.m.

Item 2:
CU Executive Summary Memo and
Policy 102 Rubric

To: Education, Personnel, and Student Life Committee c/o Yasmine Ziesler
From: Tom Mauhs-Pugh, Provost, Castleton University
Re: Cover letter and executive summary for 3 new degree programs for review as per Policy 102
Date: October 14, 2019

I've attached 3 Policy 102 proposals for EPSL review at the meeting on October 21:

- Associate of Science degree in Occupational Therapy Assistant (AS.OTA)
- Associate of Science degree in Physical Therapist Assistant (AS.PTA)
- Master of Science degree in Nursing online (MS.N)

All three of these programs will be the only such programs in Vermont. OTA and PTA qualify students to sit for their respective national licensure examinations. MSN produces certified Nurse Educators or Clinical Nurse Leaders, depending on which of the two tracks students pursue.

All three programs address critical shortages of qualified workers for well-paying jobs. The U.S. Department of Labor projects the need for licensed occupational therapy assistants to grow by 31% by 2028; and the need for licensed physical therapist assistants to grow by 26%. The median wage for PTAs in Vermont is currently \$54,610, and it is \$60,710 for OTAs. On any given day, you can find advertisements on Monster.com or Indeed for 15-20 OTAs and the same number of PTAs in Vermont.

Nursing faces a critical shortage, with the current estimate being 3,900 new nurses needed in Vermont over the next two years. Currently there are 2,900 jobs posted on Monster.com in a 75-mile radius of Castleton, and 7,000 positions advertised on Indeed in Vermont, New Hampshire, and Massachusetts. Producing certified nurse educators and clinical nurse leaders will help address the shortage and provide needed leadership in the profession.

Each of these programs enhances Castleton's and the VSC's relationship to health care partners within the State. They are consistent with Castleton's existing programs and increase efficiencies in the use of existing faculty, courses, and facilities. They do not compete with other units within the VSC. They are unlikely to draw students from other degree programs. They each should produce a net increase in system enrollment and revenue. They provide pathways for Vermonters to enter well-paying, high quality jobs, support existing employment needs, and also serve as vehicles for attracting people looking to relocate to Vermont.

OTA (66 credits) is a two-year face-to-face program that will be nationally accredited by the professional body for occupational therapists. It prepares students to sit for the national licensing exam. The return on investment (ROI) is break even in year three and annual positive cash flow of \$345,000 each year thereafter, net of direct operating costs. This assumes a starting cohort of 15 students (FTE) in the second year and 20-student cohorts annually thereafter with 80% retention. Although Castleton's retention rate averages 70%, a higher retention rate is warranted as a projection for a two-year, cohort-focused program that leads directly to well-paying professional employment.

PTA (73 credits) is a two-year face-to-face program that will be nationally accredited by the professional body for physical therapists. It prepares students to sit for the national licensing exam. The return on investment (ROI) is a \$251,000 positive cash flow net of direct operating costs in year four and \$300,000

net positive annually thereafter. This assumes a starting cohort of 15 students (FTE) and 20-student cohorts annually thereafter with 80% retention. Although Castleton's retention rate averages 70%, a higher retention rate is warranted as a projection for a two-year, cohort-focused program that leads directly to well-paying professional employment.

MSN online (40 credits) has two tracks: Nurse Educator and Clinical Nurse Leader. The Nurse Educator track is designed to prepare registered nurses to teach in nursing programs, thus expanding the capacity of nursing programs in Vermont and the region to address the dramatic need for more nurses. The Clinical Nurse Leader track is designed to prepare students to serve as leaders within the clinical setting. Both tracks lead to professional licensure in their respective fields. The Vermont Talent Pipeline Project survey of 32 Vermont health care providers projects a nursing shortage in Vermont of 3,900 positions within two years. Castleton's MSN program is designed to address this crisis. Castleton is well situated to implement this program by fall 2020 with low startup costs. Castleton already has a nationally licensed nursing program (undergraduate) with about 250 students and supported by 10 full time faculty. It offers courses in both face-to-face and online formats. Castleton also already has 12 masters degrees, including the recently launched, 100% online, MBA. The MSN is expected to be revenue positive in its first year and within two years to be producing net positive revenue of ~\$166,000 annually.

To facilitate program review, I have attached a more detailed summary that aligns with the Policy 102 *Rubric for step 1 preliminary review of program proposals*.

1. What are the regional market needs and initial enrollment projections?

Program	Market	Enrollment
Occupational Therapy Assistant. Associate degree.	Would be the only such program in VT. U.S. Bureau of Labor projects 31% job growth over the next decade.	Program enrollment of 36 FTE within 2 years of implementation.
Physical Therapy Assistant. Associate degree.	Would be the only such program in VT. U.S. Bureau of Labor projects 26% job growth over the next decade.	Program enrollment of 36 FTE within 2 years of implementation.
M.S. Nursing online	VT Talent Pipeline Project survey of VT health care providers projects a shortage of 3,900 nurses in VT within two years. To address that need we need more nurse educators and clinical nursing leaders.	Program enrollment of 36 within 3 years of launch. The program is geared toward part-time study with the primary audience working nurses.

2. Does the enrollment projection include any anticipated internal enrollment shifts and restructuring at the institution? No, for all three programs.

3. Is the program serving any unmet state or regional needs?

Program	Serving Unmet Need?
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Occupational Therapy Assistant. Associate degree.	It would be the only program in VT leading to licensure.
Physical Therapy Assistant. Associate degree.	It would be the only program in VT leading to licensure.
M.S. Nursing online	Builds the supply of nursing educators and clinical leaders in VT to help address the large shortage of nurses in VT and the region.

4. Is the curriculum and delivery model designed to maximize enrollment and transfer opportunities for all types of students, including low-income, dual enrollment/early college students and working adults?

Program	Maximize enrollment for all types of students?
Occupational Therapy Assistant. Associate degree.	Designed for (1) those who want access to professional employment without a four-year degree post-high school, and (2) those who want a career change to a high-paying, caring profession. The delivery model is face-to-face, cohort based, and clinical. It could work well for early college students who would need only 1 additional year to complete the degree.
Physical Therapy Assistant. Associate degree.	Designed for (1) those who want access to professional employment without a four-year degree post-high school, and (2) those who want a career change to a high-paying, caring profession. The delivery model is face-to-face, cohort based, and clinical. It could work well for early college students who would need only 1 additional year to complete the degree.
M.S. Nursing online	Designed for working nurses with flexible, asynchronous, online delivery.

5. What are the enrollment competition risks within the system?

Program	Competition with the system?
Occupational Therapy Assistant. Associate degree.	None.
Physical Therapy Assistant. Associate degree.	None.
M.S. Nursing online	There is no other online MS.N. program in VT focused on nurse educators and clinical leaders.

6. Is the program the best fit (mission, scope, capacity to deliver) within the system for the institution that is proposing it?

Program	Best fit within the system?
Occupational Therapy Assistant. Associate degree.	CU has strong cognate bachelor's level programs to provide supporting courses and faculty. CU also has strong partnerships with regional health care providers to support clinical practice, provide part-time instructors, and to employ program graduates.

Physical Therapy Assistant. Associate degree.	CU has strong cognate bachelor's level programs to provide supporting courses and faculty. CU also has strong partnerships with regional health care providers to support clinical practice, provide part-time instructors, and to employee program graduates.
M.S. Nursing online	Nursing is one of CU's oldest and largest programs, currently enrolling 255 students. CU has established an offsite campus at Bennington focused on nursing and has established regional partnerships with health care providers. CU is building its online programming as per its successful launch of the online MBA in fall 2019 with fully enrolled classes.

7. What are the likely corollary benefits to the institution and system (e.g. new sources of external funding, enhanced external relations) of adopting the program?

Program	Corollary benefits?
Occupational Therapy Assistant. Associate degree.	As the only program of its kind in VT, this will produce a supply of graduates to fill VT jobs in this field, expanding the profile of the VSC, increasing net enrollments at the system level, and creating and expanding relationships to health providers in the State.
Physical Therapy Assistant. Associate degree.	As the only program of its kind in VT, this will produce a supply of graduates to fill VT jobs in this field, expanding the profile of the VSC, increasing net enrollments at the system level, and creating and expanding relationships to health providers in the State.
M.S. Nursing online	This program will generate net new enrollments at the system level, increase the State's ability to educate and lead new nurses to address a shortage, and better integrate and support health care providers in VT with the VSC.

8. What is the scope of institutional investment risk associated with launching the program?

Program	Scope of investment risk?
Occupational Therapy Assistant. Associate degree.	The program requires an investment of \$256,000 in year 1 with no offsetting revenue until year two. With modest enrollment projections of 15 students in the first cohort and then 20 per year thereafter, the program breaks even in year two and produces \$282,000 in positive cash flow in year three and \$345,000 annually thereafter. The investment risk is in the year one startup costs and the revenue to expense ratio in subsequent years.
Physical Therapy Assistant. Associate degree.	The investment of \$135,000 in year 1 is projected to be offset 100% by grant funds. The \$221,000 investment year two has no offsetting revenue until year three. With modest enrollment projections of 15 students in the first

	cohort and then 20 per year thereafter, the program has a small shortfall (\$18,000) in year three and produces \$251,000 in positive cash flow in year four and \$300,000 annually thereafter. The investment risk is in the year one startup costs if the grant is not awarded, and the year two startup costs, and the revenue to expense ratio in subsequent years.
M.S. Nursing online	This program is designed to be substantially revenue positive starting year one. It builds on existing personnel, facilities, and equipment and uses a low-cost program delivery medium. Startup costs are minimal.

9. What is the scope of institutional commitment necessary to sustain the program?

Program	Institutional commitment necessary to sustain the program?
Occupational Therapy Assistant. Associate degree.	\$230,000 per year in direct program expense; at \$16,000 per year net student revenue, it will take 14 student FTE per year to cover.
Physical Therapy Assistant. Associate degree.	\$261,000 per year in direct program expense; at \$16,000 per year in net student revenue, it will take 16 student FTE per year to cover.
M.S. Nursing online	\$226,000 per year in direct program expense; at \$11,000 net revenue per student FTE per year, it will take 21 students FTE per year to cover.

Item 3:
CU New Program Proposal: A.S. in
Occupational Therapy Assistant

VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Castleton University
2. Name of new program: Associate of Science degree in Occupational Therapy Assistant
 - a) Individual(s) with responsibility for program development: Peter Kimmel
 - b) Academic Department(s): College of Health and Sciences; Health, Human Movement, and Sport
3. Proposed start date of program: August 2021
4. Title of degree to be conferred (if applicable): Associate of Science degree in Occupational Therapy Assistant
5. Brief description of proposed program (150 words or less):

Occupational therapy assistants work with occupational therapists to improve the lives of people of all ages and abilities. Occupational therapy assistants may work with children, adults, or elderly individuals who face challenges such as learning disabilities, behavioral problems, autism spectrum, or post-traumatic stress disorder (PTSD). They also help people deal with and recover from traumatic injuries or strokes, helping them relearn activities required for daily living or employment. Occupational therapy assistants work with clients based on a treatment plan developed in collaboration with an occupational therapist.

This will be the only such program in Vermont. It will be nationally certified by the Accreditation Council for Occupational Therapy Education ([ACOTE](#)) of the American Occupational Therapy Association (AOTA). Completion of an ACOTE accredited program is required in order to sit for the occupational therapy assistant licensing exam and to become a licensed occupational therapy assistant.

The degree requires 66 credits of course work that can be completed in two years, including 50 credits within the major and 16 credits of general education that is not built into the major.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

The proposed AS.OTA degree supports Castleton's mission that "emphasizes undergraduate liberal arts and professional studies" and the preparation of "students for relevant and meaningful careers." The general education requirements of the program ensure that its graduates have a liberal arts grounding to their professional degree. The 50 credits of focused study in the major ensure "deep knowledge" and the licensing examination for which it prepares students assesses student professional knowledge and skills essential to their professional success and certifies to the world the quality of a Castleton education.

The AS.OTA also complements existing Castleton degree programs in the area of health sciences and human wellbeing, including:

- Exercise and Sports Science: BS.ESS
- Health Promotion: Community Health: BS.HLP.CED
- Health Science: BS.HLT
- Kinesiology/Pre-Athletic Training: BS.KIN
- Nursing: BS.NUR: BS.NURN
- Psychological Science: BS.PSS or BA.PSS
- Social Work: BSW.SWK

The AS.OTA shares courses with many of the above programs, as well as other majors in the natural sciences and psychology and the proposed program in physical therapist assistant. Having additional students and faculty in a cognate program strengthens enrollment demand in shared courses as well as increasing faculty support for some of those courses.

Institutional interest in the program was determined through consultation between the President, the Provost, the Dean of the College of Health and Sciences, the Program Chair of Natural Sciences, and the Program Chair of Health, Human Movement, and Sport. The curriculum will be reviewed by the Curriculum Committee and vetted by its Faculty Assembly.

Interest was also stimulated by the *Securing the Future* white paper and discussions. Castleton University wants to build programs "that meet the workforce needs of the state and region" and that provide a "high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional." We believe the AS.OTA meets those criteria and supports that vision.

The AS.OTA helps build Castleton's strength and expands its programming in support of well-paying, high-quality employment in the Health professions. The two-year associate degree enables the University to offer high-quality education leading to professional employment for students who want professional qualifications in less than four years. This includes budget-conscious transfers, workers making a career change, and high school students concerned about the cost of college, impatient at the prospect of attending school for four years, and/or eager to be gainfully employed with a comfortable income in a helping and professionally respected field.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The AS.OTA program is designed to prepare students to be competent, highly employable occupational therapy assistants and to sit for and pass the occupational therapy assistant national licensing examination. This then enables them to work as licensed occupational therapy assistants. Occupational therapy assistants work with children, adults, or elderly individuals who face challenges such as learning disabilities, behavioral problems, autism spectrum, or post-traumatic stress disorder (PTSD). They also help people deal with and recover from traumatic injuries or strokes, helping them relearn activities required for daily living or employment. Occupational therapy assistants work with clients based on a treatment plan developed in collaboration with an occupational therapist.

Castleton's OTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of facilities and services, such as hospitals, nursing homes, rehabilitation centers, and schools.

The occupational outlook for occupational therapy assistants is strong. According to the Bureau of Labor Statistics, employment growth in this field is expected to be 31% between 2018 and 2028 nationally, much faster than average. There are currently 51,700 jobs in this field, and another 16,000 are expected to be added. ([Bureau of Labor Statistics Occupational Outlook Handbook, accessed 10-4-19](#)).

The median wage for occupational therapy assistants nationally in 2018 was \$60,220, and in Vermont \$60,710 ([Bureau of Labor Statistics accessed 10-4-19](#)).

There is currently no occupational therapy assistant program in Vermont. The AS.OTA program at Castleton will address this need, preparing Vermonters for high-paying, high quality jobs that serve Vermonters. It is also likely to attract students from other regions as there is only one program in New Hampshire, and of the eleven programs in New York, almost all are in the New York City area, and none are near Vermont. The closest program in Massachusetts is in Springfield.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

There is no nationally accredited occupational therapy assistant program in Vermont. With demand expected to grow nationally by 31% over the next decade, Vermonters with this professional qualification are well situated whether they choose to remain in state or not. Additionally, whether just out of high school or changing careers, this program enables people to acquire a professional degree and license within two years that yields an average annual salary of just over \$60,000. Castleton expects that to be attractive to prospective students both in and out of Vermont.

Castleton University believes this program contributes to the vision for the VSC explicated in *Securing the Future*, particularly with regard to building programs “that meet the workforce needs of the state and region” and that provide a “high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional.”

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

According to the U.S. Department of Labor / Bureau of Labor Statistics, employment opportunities for occupational therapy assistants are expected to increase “much faster than average” (31%) between 2018 and 2028. Castleton University has applied to the Accreditation Council for Occupational Therapy Education ([ACOTE](#)) and we are now in the queue to begin the accreditation process (as a candidate) in fall 2021.

Occupational therapy assistants work with occupational therapists to improve the lives of people of all ages and abilities. Occupational therapy assistants may work with children, adults, or elderly individuals who face challenges such as learning disabilities, behavioral problems, autism spectrum, or post-traumatic stress disorder (PTSD). They also help people deal with and recover from traumatic injuries or strokes, helping them relearn activities required for daily living or employment. Occupational therapy assistants work with clients based on a treatment plan developed in collaboration with an occupational therapist.

Students who complete Castleton’s OTA program will be able to:

1. Promote occupation as the fundamental therapeutic agent of the profession and essential to the meaning, focus, and purpose of the client’s life.
2. Utilize clinical reasoning to demonstrate competency in providing client-centered and occupation-based therapeutic interventions in a variety of settings and contexts.
3. Communicate effectively with clients, families, and inter-professional teams to support evidence-based practice and quality outcomes.
4. Exhibit behaviors consistent with the culture and ethics of the occupational therapy profession, including its legal and regulatory requirements.

2. How the program will integrate professional, liberal and career study:

In addition to intensive study and preparation in the major, all students in this program will complete the general education requirements needed for an associate degree:

- First Year Seminar
- English composition plus a writing intensive course (6 credits)
- Soundings (year 1, part 1, 1 credit)
- Effective speaking plus a speaking intensive course (6 credits)
- Science and math requirements built into major degree requirements
- Social and behavioral course work built into major degree requirements
- Computing intensive (3 credits)
- Aesthetic understanding (3 credits)
- World views (3 credits)

3. What peer programs or model curricula served as a basis for the proposal:

- Maria College (NY)
- Mercy College (NY)
- Orange County Community College (NY)
- Villa Maria College (NY)

4. How the program will assess its effectiveness in achieving student learning outcomes:

The national licensing examination for occupational therapy assistants will serve as a primary means of assessing program effectiveness in achieving student learning outcomes. General education learning outcomes are assessed through a writing assessment, a quantitative reasoning assessment, and an information literacy assessment. Professional skills will be assessed throughout clinical experiences.

Accreditation reviews by ACOTE also include standards for student learning outcomes.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

For initial accreditation of our OTA program, Castleton must apply to the Accreditation Council for Occupational Therapy Education (ACOTE). The process begins with submission of a letter of intent, and completion and submission of required eligibility data. Once program eligibility is confirmed, Castleton must hire a program director and academic fieldwork coordinator (both full-time positions). Castleton then submits a candidacy application and, if approved, will be advanced to Candidacy Status, at which point we may admit our first class of students and begin a preaccreditation review. In this review, Castleton assesses its compliance with the ACOTE standards and prepares a self-study report. Upon review of this report, ACOTE grants, defers action on, or denies Preaccreditation Status. The final step of the process is an on-site evaluation conducted by a two-member team. ACOTE reviews the report of the site visit team and determines whether or not to grant accreditation.

Once awarded accreditation status, Castleton's OTA program will be reevaluated on a 5-, 7-, or 10-year cycle, with 7-years being the standard number of years between reaccreditation reviews.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
AHS 3120 Kinesiology	3	Existing
BIO 2011 Human Anatomy & Physiology I	4	Existing
BIO 2012 Human Anatomy & Physiology II	4	Existing

PSY 1012 Introduction to Psychological Science	3	Existing
PSY 1050 Human Growth and Development	3	Existing
PSY 3070 Abnormal Psychology	3	Existing
OTA 1011 Introduction to Occupational Therapy	2	New
OTA 1012 Occupational Therapy Assistant Practice Skills I	2	New
OTA 1013 Occupational Therapy Assistant Practice Skills II	3	New
OTA 1014 Level I Fieldwork & Seminar	1	New
OTA 2011 Occupational Therapy in Mental Health Settings	3	New
OTA 2012 Occupational Therapy in Rehabilitation Settings	3	New
OTA 2013 Occupational Therapy in Developmental Settings	3	New
OTA 2014 Level II Fieldwork A	5	New
OTA 2015 Level II Fieldwork B	5	New
OTA 2016 Occupational Therapy Assistant Capstone Seminar	<u>3</u>	New

Course descriptions for new classes

OTA 1011 Introduction to Occupational Therapy

Credits: 2

Description: An introduction to the profession of occupational therapy and the role of the occupational therapy assistant. Topics include the history, philosophy, theoretical frames of reference, ethics and organizational structures of the profession, medical terminology and documentation skills.

OTA 1012 Occupational Therapy Assistant Practice Skills I

Credits: 2

Description: This lecture and laboratory course will provide students with foundational knowledge and skills required during treatment to improve the independence of clients to engage in chosen occupations. The Occupational Therapy Practice Framework will be emphasized throughout the semester to help conceptualize treatment interventions. Students will begin to develop practical techniques and observation skills critical to treatment implementation.

Restrictions: AS.OTA majors only

OTA 1013 Occupational Therapy Assistant Practice Skills II

Credits: 3

Description: This lecture and laboratory course builds upon occupational therapy theory and evidence-based practice concepts introduced in OTA Practice Skills I. Topics include assessment and intervention and an introduction to service management functions of the profession.

OTA 1014 Level I Fieldwork & Seminar

Credits: 1

Description: This supervised clinical fieldwork experience allows students to apply previous and concurrent learning to practical situations. Utilizing occupational profile, activity analysis, group process and therapeutic use of self, the student will engage individuals and groups in selected

occupations based on identified interests of the participants. The focus of this experience is on psychological and social factors that influence engagement in occupation.

OTA 2011 Occupational Therapy in Mental Health Settings

Credits: 3

Description: Occupational therapy principles and techniques for the treatment of individuals with psychosocial dysfunction are presented in lectures and laboratory sessions. Topics include group dynamics, theory, frames of references, and community services available for individuals with mental illness. Students will learn the occupational therapy assistant's role in assessment, treatment planning, treatment interventions and documentation. Interpersonal skills, group leadership and interviewing skills are practiced through role-playing and community-based experiences.

OTA 2012 Occupational Therapy in Rehabilitation Settings

Credits: 3

Description: Lectures and clinical presentations are used to teach medical, neurological, and orthopedic conditions resulting in physical dysfunction. The application of occupational therapy principles and techniques will be reinforced during laboratory sessions. Case studies, guest lecturers, role-playing, and clinical field trips to rehabilitation settings will be utilized to teach occupational therapy assessments and treatment interventions for physical disabilities.

OTA 2013 Occupational Therapy in Developmental Settings

Credits: 3

Description: This course addresses conditions that interrupt the normal growth and development sequence and the settings where clients receive services to remediate dysfunction. Lectures cover disease etiology and functional deficits, and the related occupational therapy theory, frames of reference, and treatment techniques. Laboratory learning involves hands-on practice to help develop the skills necessary to provide occupational therapy services in early intervention, preschool, school and community-based programs serving populations from infancy through adulthood.

OTA 2014 Level II Fieldwork A

Credits: 5

Description: This is an in-depth field experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

OTA 2015 Level II Fieldwork B

Credits: 5

Description: This is an in-depth field experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

OTA 2016 Occupational Therapy Assistant Capstone Seminar

Credits: 3

Description: This course facilitates transition in role from student to practitioner as participants explore current issues that impact occupational therapy practice. Students will be expected to expand their knowledge and understanding of topics from prior occupational therapy coursework, discuss potential areas of research and develop a plan for continued education as preparation to enter the workforce. This course is completed in an online format as the student is engaged in

Level II Fieldwork rotations and culminates in a seminar on campus. Seminar topics include preparation for the NBCOT exam, state authorization to practice, program assessment and professional reflection.

7. TOTAL CREDITS in proposed program: ____50____
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ____16____
9. TOTAL CREDITS for the degree: ____66____
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Associate in Science in Occupational Therapy Assistant (AS.OTA) Two-Year Degree Plan

FIRST YEAR

FALL SEMESTER (18 credits)

BIO 2011 Human A&P I (<i>SM frame</i>)	4
ENG 1061 English Composition (FYS)	3
PSY 1012 Intro to Psych. Sci. (<i>SB frame</i>)	3
OTA 1011 Introduction to OT	2
OTA 1012 OTA Practice Skills I	2
BUS 1270 Prin. of Computer-based Information Systems (or other CI)	3
INT 1051 First Year Soundings I	1

SPRING SEMESTER (17 credits)

BIO 2012 Human A&P II	4
ENG 1070 Effective Speaking (WI)	3
PSY 1050 Human Growth and Dev.	3
OTA 1013 OTA Practice Skills II	3
OTA 1014 Level I Fieldwork & Seminar	1
<i>Frame: Aesthetic / World Views</i>	3

SECOND YEAR

FALL SEMESTER (18 credits)

AHS 3120 Kinesiology	3
PSY 3070 Abnormal Psychology	3
OTA 2011 OT in Mental Health Settings	3
OTA 2012 OT in Rehabilitation Settings	3
OTA 2013 OT in Developmental Settings	3
<i>Frame: World Views / Aesthetic (SI)</i>	3

SPRING SEMESTER (13 credits)

OTA 2014 Level II Fieldwork A	5
OTA 2015 Level II Fieldwork B	5
OTA 2016 OTA Capstone Seminar	3

Total credits = 66

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One 2020-2021 Get program accredited, recruit for next year	Year Two 2021-2022 1st cohort	Year Three 2022-2023 2nd cohort, full implementation
Faculty	\$198,000 (2FTE)	\$203,000	\$210,000
Admin/Other Staff			
Facilities/Equipment	\$25,000	\$10,000	\$10,000
Library/Other Materials	\$6,675*	\$6,675	\$6,675
Other Costs (e.g. accreditation/licensure expenses)	\$25,905**	\$3,870***	\$3,870
TOTAL COSTS:	<u>\$255,580</u>	<u>\$223,545</u>	<u>\$230,545</u>

* Includes subscriptions to OT journals (\$675) and subscription to fieldwork management software (\$6000).

** Includes \$22,035 for initial ACOTE accreditation plus \$3870 ACOTE annual dues.

*** \$3870 ACOTE annual dues.

2. Revenue/sources to meet new expenditures

	Year One 2020-2021	Year Two 2021-2022	Year Three 2022-2023
Tuition	0	\$240,000	\$512,000
Reallocation			
Other Sources			
TOTAL REVENUES:	<u>0</u>	<u>\$240,000</u>	<u>\$512,000</u>

- Year one is defined as 2020-2021, during which Castleton will hire a program director and one faculty member to create the program, complete the curriculum and equipping the simulation laboratory, apply for national accreditation, and support one or more cognate programs by teaching a small number of courses. They will also support marketing and recruitment efforts.
- Year two is defined as 2021-2022, during which a projected entering class of 15 students fall 2021 should produce total net revenue of approximately \$240,000 based on net revenue of \$16,000 per student.
- Year three is 2022-2023. With a second fall cohort of 20 students + 12 returners from fall 2021 (80% retention 1st to 2nd year) total net revenue should be 32 students x \$16,000 = \$512,000.

The initiative is projected to have a \$256,000 shortfall year one, a \$16,000 surplus in year two, and a \$282,000 surplus in year four. By the end of year three, when the program is fully implemented, the total three-year launch will have cost \$711,000 and brought in \$752,000 in revenue, showing a \$40,000 surplus over the three-year period. Starting year four the program will return an annual surplus of \$345,000 at an annual cohort size of 20 students and 80% retention.

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One 2021-2022	Three Years Out
Full-Time	15	36
Part-Time		
In-State	12	28
Out-of-State	<u>3</u>	<u>8</u>

2. Describe how you arrived at these projections: We arrived at these projections based on knowing the demand for programs like this in our region. We feel that starting with 15 FTE in year one is a conservative and responsible number to work with.
3. Describe the marketing strategies for the new program. Digital and print advertising, traditional face to face recruiting from high schools and community partners.
4. Competition:
 - a. In state and region: Goodwin College (CT), Manchester CC (CT), Kennebec CC (ME), Bristol CC (MA), North Shore CC (MA), Quinsigamond CC (MA), Springfield Tech CC (MA), River Valley CC (NH), Rockland CC (NY), Orange CC (NY), Maria College (NY), CCRI (RI)
 - b. Web-based: N.A.
5. How the program will impact enrollments in existing programs at the College:
 - It will increase course enrollments in supporting science and psychology courses. As these courses currently support multiple degree programs and are heavily enrolled, it may require some additional sections.
 - It will increase enrollment in some of the general education courses, which may require additional sections.
 - The clear vocational goal of the program may provide an opportunity for students in cognate areas to shift program, but it is expected to primarily draw new students and to offset any migration from other programs with migration from this program to existing cognates, such as the B.S. in Exercise and Sports Science or another to-be-proposed associates program: Physical Therapist Assistant. Having three programs that are similar

in shared courses and professional direction builds strength in all three, supporting Castleton as a center for health education.

- Some students may also wish to continue on to receive a BSN degree in Nursing or BS in Health Science. The latter would be excellent preparation for entering a doctoral program in physical therapy.

6. How the program will impact enrollments in existing programs at other VSC colleges:

There are no occupational therapy assistant programs at any of the other VSC colleges.

7. How the program will impact existing and/ or future external relations:

One of Castleton's oldest and largest degree programs is Nursing. With the newly launched BSN program location in Bennington and the online RN to BSN program, health professions is a growing area of excellence at Castleton. By adding an AS.OTA program we look forward to expanding our programmatic offerings in support of our many health services partners in the southern part of Vermont, such as Rutland Regional Medical Center and Southwestern Vermont Medical Center.

rev. 7/21/2016

Item 4:
CU New Program Proposal: A.S. in
Physical Therapy Assistant

VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Castleton University
2. Name of new program: Associate of Science degree in Physical Therapist Assistant
 - a) Individual(s) with responsibility for program development: Peter Kimmel
 - b) Academic Department(s): College of Health and Sciences; Health, Human Movement, and Sport
3. Proposed start date of program: August 2021
4. Title of degree to be conferred (if applicable):

Associate of Science degree in Physical Therapist Assistant

5. Brief description of proposed program (150 words or less):

Physical therapist assistants work under the direction of physical therapists to improve the lives of patients recovering from injury or surgery, or coping with disease or disability. Castleton's PTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of health care facilities, such as hospitals, nursing homes, sports care clinics, rehabilitation centers, and schools.

This will be the only such program in Vermont. It will be nationally certified by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). Completion of a CAPTE certified program is required in order to sit for the physical therapist assistant licensing exam and to deliver services to patients on Medicare.

The degree requires 73 credits of course work that can be completed in two years, including 6 credits in the intervening summer.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

The proposed AS.PTA degree supports Castleton's mission that "emphasizes undergraduate liberal arts and professional studies" and the preparation of "students for relevant and meaningful careers." The general education requirements of the program ensure that its graduates have a liberal arts grounding to their professional degree. The 57 credits of focused study in the major ensure "deep knowledge" and the licensing examination for which it prepares students assesses professional knowledge and skills essential to their professional success and certifies to the world the quality of a Castleton education.

The AS.PTA also complements existing Castleton degree programs in the area of health sciences and human wellbeing, including:

- Athletic Training: BS.KIN
- Exercise and Sports Science: BS.ESS
- Health Science: BS.HLT
- Nursing: BS.NUR; BS.NUR.RN
- Physical Education: BS.PED; BS.PED/ESE
- Physical Therapy DPT: Castleton + Clarkson University 4+3 degree program
- Physical Therapy DPT: Castleton + Sage Graduate School 4+3 degree program

The AS.PTA shares courses with many of the above programs, as well as other majors in the natural sciences and psychology. Having additional students and faculty in a cognate program strengthens enrollment demand in shared courses as well as increasing faculty support for some of those courses.

Institutional interest in the program was determined through consultation among the President, the Provost, the Dean of the College of Health and Sciences, the Department Chair of Natural Sciences, and the Department Chair of Health, Human Movement, and Sport. The curriculum will be reviewed by the Curriculum Committee and vetted by its Faculty Assembly.

Interest was also stimulated by the *Securing the Future* white paper and discussions. Castleton University wants to build programs "that meet the workforce needs of the state and region" and that provide a "high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional." We believe the AS.PTA meets those criteria and supports that vision.

External interest in the program was determined through application for a \$150,000 program development grant submitted to Vermont's Department of Labor's Retaining Employment and Talent After Injury/Illness Network (RETAIN). RETAIN is supportive of the project, viewing it as building capacity in the State in support of RETAIN's central mission.

The AS.PTA helps build Castleton's strength and expands its programming in support of well-paying, high-quality employment in the Health professions. The two-year associate degree enables the University to offer high-quality education leading to professional employment for students who want professional qualifications in fewer than four years. This includes budget-conscious transfers, workers making a career change, and high school students concerned about the cost of college, impatient at the prospect of attending school for four years, and/or eager to be gainfully employed with a comfortable income in a helping and professionally respected field.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The AS.PTA program is designed to prepare students to be competent, highly employable physical therapist assistants and to sit for and pass the physical therapist national licensing examination. This then enables them to work as physical therapist assistants. Physical therapist assistants work under the direction of physical therapists to improve the lives of patients recovering from injury or surgery, or coping with disease or disability. Castleton's PTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of health care facilities, such as hospitals, nursing homes, sports care clinics, rehabilitation centers, and schools.

The occupational outlook for physical therapist assistants is strong. According to the Bureau of Labor Statistics, employment growth in this field is expected to be 26% between 2018 and 2028 nationally, much faster than average. There are currently 148,200 jobs in this field, and another 38,000 are expected to be added. "Demand for physical therapy is expected to increase in response to the healthcare needs of an older population and individuals with chronic conditions, such as diabetes and obesity" ([Bureau of Labor Statistics Occupational Outlook Handbook, accessed 10-3-19](#)).

Vermont has one of the oldest populations of any state. The U.S. Census 2018 report puts Vermont's percent of the population 65 years or older at 19.4% compared to a national mean of 16% ([U.S. Census quick facts accessed 10/3/19](#)). While Vermonters are healthy compared to national data, there are still 40,000 Vermonters with diabetes (Bureau of Labor, [Vermont Health Statistics accessed 10-3-19](#)).

The median wage in Vermont for physical therapist assistants was \$54,610 in May 2018 ([Bureau of Labor Statistics accessed 10-3-19](#)).

With one of the oldest populations in the United States and with 40,000 Vermonters with diabetes, Vermont is a high need population for physical therapist assistants. At the same time, there is no physical therapist assistant program in Vermont. Vermont has a high need for a growing professional field that pays good wages and yet the State has no means to prepare people for this career. The AS.PTA program at Castleton will address this need.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

The responses above address this question. There is not a nationally accredited physical therapist assistant program in Vermont. Vermont has a high and growing need for people with such qualifications. With demand expected to grow nationally by 26% over the next decade, Vermonters with this professional qualification are well situated whether they choose to remain in state or not. Additionally, whether just out of high school or changing careers, this program enables people to acquire a professional degree and license within two years that yields an average annual salary of \$54,000. Castleton expects that to be attractive to prospective students both in and out of Vermont.

Castleton University believes this program contributes to the vision for the VSC explicated in *Securing the Future*, particularly with regard to building programs “that meet the workforce needs of the state and region” and that provide a “high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional.”

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

Castleton's PTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of health care facilities, such as hospitals, nursing homes, sports care clinics, rehabilitation centers, and schools.

Students who complete Castleton's PTA program will be allowed to sit for the national physical therapist assistant licensing examination.

Student learning outcomes:

1. Utilize clinical reasoning to demonstrate competency in providing effective, client-centered therapeutic interventions in a variety of settings and contexts.
2. Communicate effectively with clients, families, and inter-professional teams to support evidence-based practice and quality outcomes.
3. Exhibit behaviors consistent with the culture and ethics of the physical therapist profession, including its legal and regulatory requirements.

2. How the program will integrate professional, liberal and career study:

In addition to intensive study in the major, all students in this program will complete the general education requirements needed for an associate degree:

- First Year Seminar
- English composition plus a writing intensive course (6 credits)
- Soundings (year 1, part 1, 1 credit)
- Effective speaking plus a speaking intensive course (6 credits)
- Science and math requirements built into major degree requirements
- Social and behavioral course work built into major degree requirements
- Computing intensive (3 credits)
- Aesthetic understanding (3 credits)
- World views (3 credits)

3. What peer programs or model curricula served as a basis for the proposal:

- Central Penn College
- Community College of Rhode Island
- Genesee Community College (NY)
- Kennebec Valley Community College (ME)
- River Valley Community College (NH)

- SUNY Canton (NY)
- University of Maine at Presque Isle

4. How the program will assess its effectiveness in achieving student learning outcomes:

The national licensing examination for physical therapist assistant will serve as a primary means of assessing program effectiveness in achieving student learning outcomes. General education learning outcomes are assessed through a writing assessment, a quantitative reasoning assessment, and an information literacy assessment. Professional skills will be assessed throughout clinical experiences.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

For initial accreditation of our PTA program, Castleton must apply to the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). CAPTE is the only accreditation entity for physical therapist assistant programs in the country.

Two on-site reviewers will visit Castleton to verify the information in the Application for Candidacy (AFC) that documents our plans for the implementation of the program. The AFC, the reviewers' report, and Castleton's comments on that report are then reviewed by members of CAPTE to determine whether our program is making satisfactory progress toward compliance with CAPTE's "PTA Standards and Required Elements (Revised December 2017)" and, if so, we will be granted Candidate for Accreditation status. Once candidacy is granted, Castleton will be allowed to admit students and implement the program. During implementation, Castleton must submit annual reports to CAPTE. Then, prior to graduation of the first cohort of students, our program completes the Accreditation Process.

Once awarded accreditation status, Castleton must submit reports regularly to CAPTE ensuring continuing compliance with the standards and required elements, and our PTA program will be reviewed formally every 5 to 10 years.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
AHS 2160 Anatomical Aspects of Sports Medicine	3	Existing
AHS 3120 Kinesiology	3	Existing
AHS 3210 Foundations of Therapeutic Interventions	3	Existing
BIO 2011 Human Anatomy & Physiology I	4	Existing

BIO 2012 Human Anatomy & Physiology II	4	Existing
PSY 1012 Introduction to Psychological Science	3	Existing
PSY 1050 Human Growth and Development	3	Existing
PTA 1010 Fundamentals of Physical Therapy	3	New
PTA 1050 Physical Therapist Assistant I	4	New
PTA 2050 Physical Therapist Assistant II	4	New
PTA 2060 Physical Therapist Assistant III	4	New
PTA 2140 Physical Therapy Clinical I	3	New
PTA 2150 Physical Therapy Clinical II	3	New
PTA 2160 Physical Therapy Clinical III	3	New
PTA 2210 Pathophysiology for the PTA I	3	New
PTA 2220 Pathophysiology for the PTA II	3	New
PTA 2310 Neurological Rehabilitation	3	New
PTA 2610 PTA Career Development Seminar	1	New

Course Descriptions

PTA 1010 Fundamentals of Physical Therapy

Credits: 3

Description: This course is an introduction to the physical therapy profession and its relationship to other health care fields. The roles of the physical therapist and physical therapist assistant will be discussed with an emphasis on their interaction and communication. The course includes a survey of conditions the PTA is likely to encounter and some of the procedures used to treat those conditions. This course serves as a foundation for all subsequent PTA courses.

PTA 1050 Physical Therapist Assistant I

Credits: 4

Description: This is the first course of a three-part sequence and introduces students to the foundations of physical therapy practice, including data collection, patient care, and physical therapy interventions. Hands-on experiences in the laboratory allow students to practice selected physical therapy skills and demonstrate competency.

PTA 2050 Physical Therapist Assistant II

Credits: 4

Description: This is the second course of a three-part sequence and provides an opportunity for students to apply the principles of physical therapy interventions to musculoskeletal and cardiovascular/pulmonary impairments. Hands-on experiences in the laboratory allow students to practice selected physical therapy skills and demonstrate competency.

PTA 2060 Physical Therapist Assistant III

Credits: 4

Description: This is the third course of a three-part sequence and provides an opportunity for students to apply the principles of physical therapy interventions to neuromuscular and integumentary impairments. Hands-on experiences in the laboratory allow students to practice selected physical therapy skills and demonstrate competency.

PTA 2140 Physical Therapy Clinical I

Credits: 3

Description: This course is the first of three clinical experiences in the PTA program. Students are assigned to clinical sites for 35-40 hours per week of supervised clinical practice. Students observe and assist with treatment under direct supervision and guidance of Physical Therapists and Physical Therapist Assistants. Students will participate in an online seminar in which relevant clinical issues will be discussed.

PTA 2150 Physical Therapy Clinical II

Credits: 3

Description: This course is the second of three clinical experiences in the PTA program. Students will have the opportunity to grow more independent in performing physical therapy treatment under the supervision and guidance of Physical Therapists and Physical Therapist Assistants. Students will participate in an online seminar in which relevant clinical issues will be discussed.

PTA 2160 Physical Therapy Clinical III

Credits: 3

Description: This course is the last of three clinical experiences in the PTA program. Students will be exposed to more complex patients, and will be allowed to partake in fulfilling a broad array of practice responsibilities, with increasing degrees of independence. This clinical experience should maximize the integration of all aspects of practice and will render the student prepared to function as a responsible entry level Physical Therapist Assistant. Students will participate in an online seminar in which relevant clinical issues will be discussed.

PTA 2210 Pathophysiology for the PTA I

Credits: 3

Description: This course introduces students to the study of pathology and disease by investigating the etiology, pathophysiology, and clinical manifestation of a wide variety of diseases affecting various systems of the human body, including the integumentary, nervous, digestive, immune, and reproductive systems. Diagnostic procedures and treatments for various disorders will be discussed.

PTA 2220 Pathophysiology for the PTA II

Credits: 3

Description: This course introduces students to the study of pathology and disease by investigating the etiology, pathophysiology, and clinical manifestation of a wide variety of diseases affecting various systems of the human body, including the cardiovascular, respiratory, endocrine, urinary, and hemopoietic and lymphatic systems. Diagnostic procedures and treatments for various disorders will be discussed.

PTA 2310 Neurological Rehabilitation

Credits: 3

Description: This is a comprehensive course that provides the physical therapist assistant student with an understanding of the basic principles of neurological rehabilitation of acute and chronic conditions. This course will teach students how to integrate their understanding of

pathophysiology, fundamental principles of patient care procedures, kinesiology, and therapeutic exercise, and apply them to patients with neurological diseases and injuries.

PTA 2610 PTA Career Development Seminar

Credits: 1

Description: This course is designed to support PTA students as they prepare for graduation, licensure, and employment. Topics such as resume development, interviewing skills, preparation for licensure, negotiation, and professionalism will be presented. Appropriate resources for professionalism will be referenced.

7. TOTAL CREDITS in proposed program: ____57____
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ____16____
9. TOTAL CREDITS for the degree: ____73____
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Associate in Science in Physical Therapist Assistant (AS.PTA) Two-Year Degree Map

FIRST YEAR

FALL SEMESTER (17 credits)

BIO 2011 Human A&P I (<i>SM frame</i>)	4
ENG 1061 English Composition (FYS)	3
1070 Effective Speaking (WI)	3
PSY 1012 Intro to Psych. Sci. (<i>SB frame</i>)	3
1050 Human Growth and Devel.	3
PTA 1010 Fundamentals of PT	3
BUS 1270 Prin. of Computer-based Information Systems (or other CI)	4
INT 1051 First Year Soundings I	1

SPRING SEMESTER (17 credits)

BIO 2012 Human A&P II	4
ENG	
PSY	
AHS 2160 Anatomical Aspects of SM	3
PTA 1050 Physical Therapist Assistant I	

SUMMER (6 credits)

PTA 2140 Physical Therapy Clinical I 3

Frame: Aesthetic / World Views 3

SECOND YEAR

FALL SEMESTER (16 credits)

AHS 3120 Kinesiology 3

PTA 2050 Physical Therapist Assistant II

2060 Physical Therapist Assistant III 4

PTA 2210 Pathophysiology for PTA I 3

PTA 2150 Physical Therapy Clinical II 3

3

Frame: World Views / Aesthetic (SI) 3

SPRING SEMESTER (17 credits)

AHS 3210 Found. Therapeutic Interv. 3

4 PTA

PTA 2220 Pathophysiology for PTA II 3

PTA 2160 Physical Therapy Clinical III

PTA 2310 Neurological Rehab. 3

PTA 2610 PTA Career Devel. Seminar 1

Total credits = 73

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One – Build program	Year Two – Get program accredited	Year Three – 1st student cohort spring 2022	Year Four – 2nd student cohort
Faculty	\$50,000	\$198,000	\$203,000	\$210,000
Admin/Other Staff*	0	0	\$18,000	\$30,000
Facilities/Equipment	\$85,000	\$20,000	\$8,000	\$8,000
Library/Other Materials	0	\$3,000	\$6,000	\$6,000
Other Costs (e.g. accreditation/licensure expenses)			\$22,500**	\$6,750***
TOTAL COSTS:	<u>\$135,000</u>	<u>\$221,000</u>	<u>\$257,500</u>	<u>\$260,750</u>

*Part-time faculty and overloads.

** Includes \$20,000 for initial CAPTE accreditation plus \$2500 ACAPT annual dues.

*** Includes \$4250 CAPTE annual fees plus \$2500 ACAPT annual dues

Note: the PTA program will share a director in year one and two with the Occupational Therapy Program which is also being proposed.

2. Revenue/sources to meet new expenditures

	Year One	Year Two	Year Three	Year Four
Tuition	0		\$240,000	\$512,000
Reallocation	0	0	0	0
Other Sources (RETAIN grant)	\$150,000	0	0	0
TOTAL REVENUES:	<u>\$150,000</u>	<u>\$0</u>	<u>\$240,000</u>	<u>\$512,000</u>

Note:

- Year one is defined as 2019-2020, during which Castleton will hire a program director and a second faculty member to create the program. Castleton will also begin equipping

a simulation laboratory in existing space to support the program. These costs will be covered 100% by the RETAIN grant.

- Year two is defined as 2020-2021, during which the two faculty FTE dedicated to the program will apply for national accreditation, complete the curriculum and equipping the simulation laboratory, and support one or more cognate programs by teaching a small number of courses. They will also support marketing and recruitment efforts.
- Year three is 2021-2022. A projected entering class of 15 students spring 2022 should produce total net revenue of approximately \$249,000 based on net revenue of \$16,000 per student.
- Year four is 2022-2023 and with a fall cohort of 20 students + 12 returners from fall 2021 (assumes 80% retention) total net revenue should be 32 students x \$16,000 net revenue each = \$512,000 overall revenue.

The initiative is projected to be budget neutral year one, have a \$221,000 shortfall year two, a \$18,000 deficit year three, and a \$251,000 surplus in year four. Starting year five, the projected surplus should be about \$300,000 annually.

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One (2021-2022)	Three Years Out
Full-Time	15	36
Part-Time	0	0
In-State	13	28
Out-of-State	<u>2</u>	<u>8</u>

2. Describe how you arrived at these projections: We arrived at these projections based on knowing the demand for programs like this in our region. We feel that starting with 15 FTE in year one is a conservative and responsible number to work with.
3. Describe the marketing strategies for the new program. Digital and print advertising, traditional face to face recruiting from high schools and community partners.
4. Competition:
 - a. In state and region: Naugatuck CC (CT), Norwalk CC (CT), Bay State College (MA), Berkshire CC (MA), Mount Wachusett CC (MA), North Shore CC (MA), Quincy College (MA), Springfield Tech CC (MA), River Valley CC (NH), SUNY Canton (NY), Herkimer CC (NY), Kennebec CC (ME)
 - b. Web-based
5. How the program will impact enrollments in existing programs at the College:
 - It will increase course enrollments in supporting science and psychology courses. As these courses currently support multiple degree programs and are heavily enrolled, it may require some additional sections.
 - It will increase enrollment in some of the general education courses, which may require additional sections.
 - The clear vocational goal of the program may provide an opportunity for students in cognate areas to shift program, but it is expected to primarily draw new students and to offset any migration from other programs with migration from this program to existing cognates, such as the B.S. in Exercise and Sports Science or another to-be-proposed associates program: Occupational Therapy Assistant. Having three programs that are

similar in shared courses and professional direction builds strength in all three, supporting Castleton as a center for health education.

- Some students may also wish to continue on to receive a BSN degree in Nursing or BS in Health Science. The latter would be excellent preparation for entering a doctoral program in physical therapy.

6. How the program will impact enrollments in existing programs at other VSC colleges:

There are no physical therapy programs at any of the other VSC colleges.

7. How the program will impact existing and/ or future external relations:

One of Castleton's oldest and largest degree programs is Nursing. With the newly launched BSN program location in Bennington and the online RN to BSN program, health professions is a growing area of excellence at Castleton. By adding a PTA program we look forward to expanding our programmatic offerings in support of our many health services partners in the southern part of Vermont, such as Rutland Regional Medical Center and Southwestern Vermont Medical Center.

Note on program accreditation process and timeline from the CAPTE accreditation process handbook:

Candidacy Process

For new programs, the process begins when an institution notifies CAPTE that a program director has been hired to develop the program. Then, at least six months prior to admitting students, the program submits an Application for Candidacy (AFC) that documents the institution's plans for the implementation of the program. Two experienced on-site reviewers visit the program to verify the information in the AFC and submit a written report describing the results of the visit. The report is sent to the program for comment. The AFC, the reviewers' report and the institution's comments are then reviewed by members of CAPTE to determine whether the program is making satisfactory progress toward compliance with the standards and required elements and, if so, the program is granted Candidate for Accreditation status. Once candidacy is granted, the program is allowed to admit students and implement the program. During implementation the program submits annual reports to CAPTE. Then, prior to graduation of the first cohort of students, the program completes the Accreditation Process.

See: <http://www.capteonline.org/WhatWeDo/AccreditationProcess/>

rev. 7/21/2016

Item 5:
CU New Program Proposal: M.S.
in Nursing

VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Castleton University
2. Name of new program: Masters of Science in Nursing online
 - a) Individual(s) with responsibility for program development: Dr. Angie Smith, DNP, RN, CNE and Dr. Jill Markowski, DNP, MSA, RN, NE-BC
 - b) Academic Department(s): School of Nursing
3. Proposed start date of program: Fall 2020
4. Title of degree to be conferred (if applicable): Master of Science in Nursing - Clinical Nurse Leader and Master of Science in Nursing – Nurse Educator
5. Brief description of proposed program (150 words or less):

This online masters degree has two concentrations designed to address the significant nursing shortage in Vermont and the region. Its target audience is working nurses who seek a leadership role in the profession. The Clinical Nurse Leader (CNL) concentration equips its graduates to provide leadership in clinical settings. All CNL graduates will be qualified to sit for the American Association of Colleges of Nursing (AACN) certification examination. The Nurse Educator (NE) concentration prepares graduates to train nurses in academic and practice settings. All NE graduates will be qualified to sit for the National League for Nursing (NLN) licensure examination for either Certified Nurse Educator or Certified Academic Nurse Educator. All NE graduates will also be eligible to sit for the American Nurses Credentialing Center's (ANCC) Nursing Professional Development (NPD) certification exam.

This year-round degree requires 40 credits; 26 of those credits are shared between the two concentrations; 14 credits are distinct. It is designed for part-time study. Students take a single 3 or 4 credit course in an eight-week term followed immediately by a second 3 or 4 credit course in an eight-week term. These eight week terms fit into existing semesters as well as a summer term. It takes 24 months to complete the degree if you enroll in every course as described. Once the program is well established, it would be possible for someone to attend full time (taking two courses at the same time) and complete the program in 12 months.

Vermont is in need of almost 4,000 new nurses. A search on Monster.com on October 10 revealed 2,900 open nursing positions right now in a 75-mile radius from Castleton. A search on

Indeed showed 6,977 open positions for registered nurses between Vermont, New Hampshire, and Massachusetts. It is imperative to build the capacity to educate nurses and to lead them in clinical settings. The MSN places the VSC in a leadership position in addressing this crisis.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

Nursing is one of the oldest and largest of Castleton's academic programs, having begun in 1962, currently enrolling about 250 students, and being well-integrated with the regional health care network. The addition in fall 2019 of Bennington as an off-site location in partnership with Southwestern Vermont Medical Center expands the program's reach and external relationships. The RN to BS online program Castleton operates expanded nursing education into the online delivery format. The proposed MSN expands the online programming, builds on existing regional partnerships, and will prepare nurse educators who will further nursing education in Vermont as well as clinical nurse leaders who will address a need of its regional partners.

The Master of Science in Nursing (MSN) adds a 13th masters degree to Castleton, building out its graduate programs. It also adds another wholly online degree, building out Castleton's breadth and depth in asynchronous learning.

This program would be the only non-residency MSN program in the State of Vermont. For working adults, this is a very student-centered environment. Consistent with the University's mission "to use sustainable practices," the non-residency online option promotes a sustainable environment through the reduction of Castleton's overall carbon footprint through a reduction in travel, and a decrease in the use of paper products.

Many of our clinical affiliates and potential employers of Castleton nursing graduates have created clinical nurse leader positions within their organizations. Our partners at Rutland Regional Medical Center (RRMC), Southwestern Vermont Medical Center (SVMC), Porter Hospital, and Glens Falls Hospital (GFH) are supportive of this program.

The interest in creating this program was stimulated by ongoing discussions with regional partners and internally within the nursing faculty at Castleton. The Vermont Talent Pipeline Project surveyed 32 Vermont healthcare providers to project new and replacement jobs in four categories. The results of the survey show that over the next two years there will be a deficit of 3,909 nursing positions in Vermont. These results are linked to a high retirement rate, shortage of qualified CNLs at the bedside to manage complex patient care, and an overall shortage of nurses graduating from all programs. Qualified nurse educators are necessary to prepare new nurses.

With an appropriate classroom and clinical nurse educator-to-student ratio, programs can increase student enrollments each semester.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The need for nurses is so great that in May 2019, RRMC hired all 38 of our graduating BSN students. Dr. Betsy Hassan, Chief Nursing Officer (CNO) at RRMC, has expressed an interest in hiring all 36 of our projected May 2020 main campus BSN graduates. Sheila Boni, Interim CNO at SVMC, has expressed interest in hiring all 12 of our Bennington BSN students this May 2020. Both RRMC and SVMC have tuition reimbursement options for employees who are obtaining nursing degrees at CU.

The Vermont Talent Pipeline Project surveyed 32 Vermont healthcare providers to project new and replacement jobs in four categories. The results of the survey show that over the next two years there will be a deficit of 3,909 nursing positions in Vermont. There are almost 3,000 open nursing positions today within 75 miles of Castleton (see Monster.com and Indeed). There are almost 10,000 open nursing positions between NY, VT, NH, and MA right now. The need is huge at the local, state, regional, and national levels.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

This program will strengthen the Vermont State Colleges system by providing a non-residency VSC option for CU and Vermont Technical College (VTC) BSN graduates. Students may utilize the Community College of Vermont (CCV), or other VSC partners, to complete any general education credits required for the MSN program.

Castleton University believes this program contributes to the vision for the VSC explicated in *Securing the Future*, particularly with regard to building programs “that meet the workforce needs of the state and region” and that provide a “high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional.”

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

In accordance with the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing, Castleton's MSN graduates will:

- Have professional knowledge grounded in the sciences and humanities;
- Have the skills and dispositions to provide organizational and systems leadership;
- Be proficient in current standards of quality improvement and safety;
- Translate and integrate scholarship into practice;
- Demonstrate competence using informatics and healthcare technologies;
- Take leadership roles in health policy and advocacy;
- Know how to implement professional collaboration for improving patient and population health outcomes;
- Use best practices for clinical prevention and population health for improving health; and
- Have master's level nursing practice.

Graduates of the concentration in Nurse Educator will also be proficient with the National League of Nursing's (NLN) Core Competencies for Nurse Educators and the Association of Nursing Professional Development (ANDP):

- Facilitate learning in others;
- Facilitate learner development and socialization;
- Use assessment and evaluation of program outcomes;
- Participate in curriculum design and evaluation of program outcomes;
- Function as a change agent and leader;
- Pursue continuous quality improvement in the nurse educator role;
- Engage in scholarship; and
- Function within the educational environment.

The Clinical Nurse Leader (CNL) concentration equips its graduates to provide leadership in clinical settings. All CNL graduates will be qualified to sit for the American Association of Colleges of Nursing (AACN) certification examination. The Nurse Educator (NE) concentration prepares graduates to train new nurses in academic and practice settings. All NE graduates will be qualified to sit for the National League for Nursing (NLN) certification examination for either Certified Nurse Educator or Certified Academic Nurse Educator. All NE graduates will also be eligible to sit for the American Nurses Credentialing Center's (ANCC) Nursing Professional Development (NPD) certification exam.

The graduates of Castleton University's MSN program will become leaders in nurse education and practice in the State of Vermont and beyond.

2. How the program will integrate professional, liberal and career study:

All students enrolling in the MSN program will hold a baccalaureate degree, with the accompanying general education. They will also be Registered Nurses (RNs), with the accompanying professional education and licensure. The MSN degree will focus on professional preparation, career study, and the integration of scholarship with practice.

3. What peer programs or model curricula served as a basis for the proposal:

In state and the region: Norwich University, Colby Sawyer, and University of Vermont
Web-based: Sacred Heart University, Capella University, and Grand Canyon University

4. How the program will assess its effectiveness in achieving student learning outcomes:

The national certification examinations students qualify to take will provide direct, annual assessment of student preparation with regard to the professional standards that serve as the basis for program learning outcomes and course requirements.

The University will also use the following methods to ensure programmatic quality:

- Annual student retention rates;
- Approval of annual program report by the Vermont State Board of Nursing (VBON);
- Maintenance of national accreditation status as well as VSNB approval;
- Employer surveys sent annually in June to identify the success of graduates employed at individual facilities; and
- Graduate surveys sent 3-6 months and again at one year post graduation to evaluate graduate success in finding and maintaining employment. The survey also examines graduates' transition into professional practice.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

This program is designed to align with all relevant national and state nursing accreditation standards and will be reviewed both before its implementation and regularly thereafter to ensure that it remains current with all relevant professional standards of practice and emerging knowledge in the field.

A proposal for this program detailing how it meets the relevant nursing, clinical nurse leader, and nurse educator standards must be submitted to the Vermont State Board of Nursing (VBON) at least nine months prior to the proposed start of the program. The VBON will either provide provisional approval, or will deny the proposal and send feedback for revision. Once the VBON approves the proposal, Castleton is able to advertise the program as approved and begin admitting students. When the first cohort graduates in the summer of 2022, the VBON grants permanent approval.

Castleton University's BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). Once the program proposal is approved by the VBON and the VSC, we will send a letter of intent to CCNE to inform them of the need to add a new program for a future accreditation visit at CU. This letter of intent must be sent with a new program fee of \$2,000. The letter of intent must outline the type of new program, the date when students will first be enrolled, and determine when the institution would like to host an on-site CCNE accreditation visit. Students must be enrolled for one-full academic period prior to the on-site visit. The preliminary plan is to request a CCNE on-site visit at the before the first cohort graduates in the summer of 2022. The hope is to obtain initial accreditation before the first cohort graduates in 2022.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
MSN Core Curriculum (26cr):		
NUR 5XX1 Advanced Pathophysiology and Pharmacology for Advanced Practice	4	new
NUR 5XX2 Advanced Health Assessment and Promotion	4	new
NUR 5XX3 Transitions to the Advanced Practice Role	3	new
HCA 5110 Healthcare and Social Policy	3	existing
AHS 6065 Healthcare Informatics	3	existing
HCA 5130 Systems Thinking: Healthcare Quality Improvement and Safety	3	existing
NUR 5XX4 Evidence-Based Practice and Research in Healthcare	3	new
BUS 5130 Leading Organizational Change	3	existing
Clinical Nurse Leader (14cr):		
BUS 5070 Risk and Financial Management	3	existing
NUR 5XX9 Nursing Epidemiology and Biostatistics	3	new
NUR 5X10 Clinical Nurse Leader Immersion - Seminar	3	new
NUR 5X11 Clinical Nurse Leader Capstone – Practicum	5	new
Nursing Education (14cr):		
NUR 5XX5 The Nurse Educator Role	3	new
NUR 5XX6 Teaching and Active Learning Strategies	3	new
NUR 5XX7 Curriculum Design, Development, and Evaluation – Seminar & Practicum	4	new
NUR 5XX8 Assessment and Evaluation of Nursing Education- Seminar & Practicum	4	new

Description of all new courses:

NUR 5XX1 Advanced Pathophysiology and Pharmacology for Advanced Practice (4 credits).

This course builds on previous knowledge of physiology, pathophysiology, and pharmacology. Students focus on advanced physiology, pathophysiology, and pharmacologic principles to learn to interpret changes in normal function which indicate illness. Students will analyze the relationship between physiologic/pathologic responses and pharmacologic agents using evidence-based research. Other topics include: safe and effective medication administration, assessment of patient medication regime, patient compliance with medication regime, and more.

NUR 5XX2 Advanced Health Assessment and Promotion (4)

This course builds on previous health assessment knowledge and offers both theoretical and clinical foundations for assessing biopsychosocial health status of patients across the life span. Students will investigate the concepts of health, health promotion, illness prevention, and maintenance of health. Students will analyze common abnormal findings using comprehensive virtual laboratory modules and will be demonstrated mastery of advanced skills via video.

NUR 5XX3 Transitions to the Advanced Practice Role (3)

This course provides students the foundation for advanced practice nursing. The role of the advance practice nurse as a member of the profession will be emphasized. Students will be introduced to nursing theories and theories from the natural, social, biological and organizational sciences to inform future nursing practice. Other important topics to be introduced include: cultural diversity, ethical practice, civility, and competence to assure the delivery of culturally competent care, minimization of health disparities, and reduce professional burnout.

NUR 5XX4 Evidence-Based Practice and Research in Healthcare (3)

This course builds on foundational critical appraisal and research utilization knowledge and skills. Students investigate the relevance and applicability of evidence and research to selected health care settings and populations. Students will examine advanced research processes and models for applying evidence in clinical practice to support nursing care and quality standards. This course will foster students to analyze systems to reduce the variations in patient care.

NUR 5XX9 Nursing Epidemiology and Biostatistics (3)

Epidemiology is the basic science of public health. This course is designed to introduce learners to the background, basic principles, and methods of public health epidemiology. This course also introduces learners to the basic collection, analysis, and dissemination of public health data. Topics covered in this course include: measures of disease frequency, epidemiologic study designs, and outbreak investigations. Learners will develop ability to read, interpret, and evaluate public health information from evidence-based epidemiologic research.

NUR 5X10 Clinical Nurse Leader Immersion - Seminar (3)

The Clinical Nurse Leader Immersion Seminar experience provides the opportunity for in-depth analysis of the CNL role within various health care settings and specialties. The immersion seminar experience prepares the learner for their 420 hour immersion practicum. The course explores the focus of the clinical nurse leader as a clinician who is responsible for system outcomes, client safety, client care, client advocacy, staff/client education, information, systems analysis, and risk reduction. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems is demonstrated in robust online discussion.

NUR 5X11 Clinical Nurse Leader Capstone – Practicum (5)

In this 400 hour immersion practicum, learners are paired with a nurse leader in the community to guide and support the CNL immersion experience. Learners will demonstrate CNL skills and core competencies during this valuable immersion experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice, risk management, finance, and health care systems management occurs clinical role practice.

NUR 5XX5 The Nurse Educator Role (3)

Learners examine the multidimensional tripartite faculty role of teaching, service, and scholarship. Learners also analyze nurse educator competencies and the professional development activities that are responsibilities associated with functioning as a nurse educator in an academic or health care environment. External issues and trends that impact nursing education will be explored including ethical and legal considerations.

NUR 5XX6 Teaching and Active Learning Strategies (3)

This course introduces the learner to research-based educational theory, teaching strategies, and concepts of learning domains and learning styles. Learners relate this knowledge to the classroom, the Simulation Lab, virtual environments, and in clinical settings. Theories will be examined for their application to various settings, education levels, and teaching-learning styles for the adult learner. Various classroom management strategies will also be explored. Communication strategies and skills will be addressed to facilitate effective and collaborative interactions between learners and colleagues.

NUR 5XX7 Curriculum Design, Development, and Evaluation – Seminar & Practicum (4)

This course allows learners to examine, apply, and analyze curriculum models and frameworks commonly used in nursing education. The seminar portion of the course permits learners to explore the curriculum development and evaluation process through seminar discussions and readings. Congruently, learners will begin to develop an evidence based teaching project during a 60 hour instructor led practicum to demonstrate competency of course objectives.

NUR 5XX8 Assessment and Evaluation of Nursing Education- Seminar & Practicum (4)

In this final nursing education course, learners probe strategies used to assess and evaluate student learning in the classroom, online, the Simulation Center, and in clinical settings, as well as within all domains of learning. Learners consider how current and advancing technology is integrated into nursing education. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a 60-hour instructor-led practicum experience. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness.

7. TOTAL CREDITS in proposed program: ____ 40 ____

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ____ 0 ____

Prerequisite courses may be added if not completed in a previous BS degree on a case by case basis.

9. TOTAL CREDITS for the degree: ____ 40 ____

10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Master of Science in Nursing – Nurse Educator

Fall 2020	Spring 2021	Summer 2021
NUR5XX1 Advanced Pathophysiology & Pharmacology for Advanced Practice (4cr)	NUR5XX2 Advanced Health Assessment & Promotion (4cr)	AHS5130 Healthcare Informatics (3cr)
NUR5XX3 Transitions to the Advanced Practice Role (3cr)	HCA5110 Healthcare & Social Policy (3cr)	HCA5130 Systems Thinking: Healthcare Quality Improvement & Safety (3cr)
Fall 2021	Spring 2022	Summer 2022
NUR5XX4 Evidence-Based Practice & Research in Healthcare (3cr)	NUR5XX5 The Nurse Educator Role (3cr)	NUR5XX7 Curriculum Design, Development, & Evaluation – Seminar & Practicum (4cr)
BUS5130 Leading Organizational Change (3cr)	NUR5XX6 Teaching & Active Learning Strategies (3cr)	NUR5XX8 Assessment & Evaluation of Nursing Education- Seminar & Practicum (4cr)

Master of Science in Nursing – Clinical Nurse Leader

Fall 2020	Spring 2021	Summer 2021
NUR5XX1 Advanced Pathophysiology & Pharmacology for Advanced Practice (4cr)	NUR5XX2 Advanced Health Assessment & Promotion (4cr)	AHS Healthcare Informatics (3cr)
NUR5XX3 Transitions to the Advanced Practice Role (3cr)	HCA5110 Healthcare & Social Policy (3cr)	HCA5130 Systems Thinking: Healthcare Quality Improvement & Safety (3cr)
Fall 2021	Spring 2022	Summer 2022
NUR5XX4 Evidence-Based Practice & Research in Healthcare (3cr)	BUS5070 Risk & Financial Management (3cr)	NUR5X10 Clinical Nurse Leader Immersion – Seminar (3cr)
BUS5130 Leading Organizational Change (3cr)	NUR5XX9 Nursing Epidemiology & Biostatistics (3cr)	NUR5X11 Clinical Nurse Leader Capstone – Practicum (5cr)

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One 2020-2021 24 credits part-time faculty @\$2,000 each	Year Two 2021-2022 2 1 Full-time faculty @\$90,000 and 24 credits part-time faculty @ \$2,000 per credit	Year Three 2022-2023 1 full-time faculty and 24 credits part-time
Faculty	\$50,000	\$140,000	\$144,000
Admin/Other Staff	\$70,000*	\$72,000	\$74,000
Facilities/Equipment	\$30,000**	\$3,000	\$3,000
Library/Other Materials			
Other Costs (e.g. accreditation/licensure expenses)	\$2,000***	\$5,000****	\$5,000
TOTAL COSTS:	<u>\$152,000,000</u>	<u>220,000</u>	<u>\$226,000</u>

*Instructional designer for online 1 FTE; educational technologist to support online/telepresence 1 FTE. 50% of expenses allocated to MSN; the other 50% allocated to existing MBA. Total expense = \$140,000.

**Telepresence classroom implementation. 50% allocated to MSN; the other 50% allocated to existing MBA. Total expense to build telepresence studio = \$60,000.

***CCNE new program fee.

****CCNE annual program fee.

2. Revenue/sources to meet new expenditures

	Year One 2020-2021 15 students in 1 st cohort	Year Two 2021-2022 20 students in 2 nd and future cohorts	Year Three 2022 - 2023 20 students in 3 rd cohort
Tuition	\$163,200	\$348,160	\$392,000
Reallocation			
Other Sources			
TOTAL REVENUES:	<u>\$163,200</u>	<u>\$348,160</u>	<u>\$392,000</u>

Tuition: \$850 per credit inclusive of all fees. CU expects many students to be enrolled as part of partnership agreements with area health care organizations. Partners will want a discount; so projected net average tuition for purposes of revenue projection = \$680 per credit (20% discount). Sticker price = \$34,000 for the degree (40 credits x \$850 per credit), or \$17,000 per year. Discounted pricing = \$27,200 (40 credits x \$680 per credit), or \$13,600 per year.

Revenue calculation: Students are expected to take one course at a time at an average of 3.33 credits each, and 6 courses per fiscal year: $6 \times 3.33 = 20$ credits per year. Factoring in stop-outs and attrition at 20%; assume an average of 16 credits per year per student x \$680 = \$10,880 per student per starting enrollment per year.

Year two (2021-2022) enrollment: 32 students FTE. 15 students in 1st cohort retained at 80% = 12; + 20 students in 2nd cohort.

Year three (2022-2023) enrollment: 36 students FTE. 20 students in 2nd cohort retained at 80% = 16; + 20 students in 3rd cohort.

Summary: The MSN will do slightly better than break even in year one relative to direct program expenses. In year two it will have \$128,000 positive cash flow. In year three and thereafter, it will have \$166,000 positive cash flow annually (or 42% of gross revenue). These net revenue projections are conservative: assuming conservative recruitment, an average 20% discount in tuition, and a 20% attrition factor per enrollment period. As the program is 100% online and thus not bound by geography, and the nursing shortage is national, enrollment can grow substantially. Discounts and attrition may also be lower than projected.

Part V: Enrollment, Marketing and Public Relations Considerations

- a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	0	10 (Possible option for an accelerated FT 12-month program)
Part-Time	15	36
In-State	14	29
Out-of-State	<u>1</u>	<u>7</u>

2. Describe how you arrived at these projections:

Projections for enrollment are based on a needs assessment conducted by the Vermont Talent Pipeline Project. Enrollment figures for the MSN program are conservative and may be revisited based on demand.

3. Describe the marketing strategies for the new program.

Digital advertising and print for regional partners. A substantial recruiting audience is the health care network within Vermont. Word of mouth has already proven an effective strategy as both the School of Nursing and the Office of Admissions field daily inquiries regarding the new program.

4. Competition:

- a. In state and region: Norwich University, Colby Sawyer, and University of Vermont
- b. Web-based: Sacred Heart University, Capella University, Grand Canyon University, and other private and public universities. Some programs, such as Walden University's competency-based program are restricted. Walden cannot enroll students from 18 states, including Massachusetts and New York.

Pricing, quality, and access will be competitive factors. Most competitors require between 36 and 40 credits and take two years to complete, similar to Castleton. Pricing will need to be watched carefully to ensure that Castleton's program is competitive. Castleton's sticker price of \$34,000 all-in appears to be on the higher end, but full costs are hard to determine as many

programs do not list fees and obscure total pricing through unit pricing, such as per month charges or rates that vary by session.

5. How the program will impact enrollments in existing programs at the College:

The MSN program will increase the enrollment in online business and athletic training courses at the college i.e. BUS5070 Risk and Financial Management, HCA5110 Healthcare and Social Policy, HCA5130 Systems Thinking, BUS5130 Leading Organizational Change, and AHS Healthcare Informatics.

Otherwise, the program is not expected to impact enrollment with the exception of increased prestige for the other nursing degrees.

6. How the program will impact enrollments in existing programs at other VSC colleges:

The MSN program at CU may increase enrollment at various Community College of Vermont sites to complete unearned prerequisite courses.

7. How the program will impact existing and/or future external relations:

The MSN can improve existing and build future external relations.

- An increased number of MSN CNL prepared nurses will improve the delivery of health care in our community, state, and beyond.
- A MSN Nurse Educator program at Castleton fulfills a critical need in Central and Southern Vermont to provide qualified classroom and clinical nurse faculty.
- Both pathways provide a bridge for VSC nursing students from CU and VTC to continue their education thereby meeting the current and future need for both nurses and nurse educators in the state.
- A shared goal of increasing the number of MSN prepared nurses provides opportunity for Castleton to build on existing relationships with local health care agencies to support a quality education, employment, and retention of qualified nurse leaders/educators.
- Goals for enriching the program provide an impetus for Castleton to explore grant funding opportunities with a variety of partners.
- This program will provide an opportunity for Castleton to reach outside of the State to develop articulation with two and four year degree programs of nursing.
- We currently have affiliation agreements with several of our clinical partner organizations who provide tuition assistance to employees and even some to family of employees.

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Item 6:
United Educators Brief: Safeguarding Our
Communities from Sexual Predators

Safeguarding Our Communities From Sexual Predators: What College Presidents and Trustees Should Ask



In recent years, multiple universities have faced sexual predator scandals involving scores of victims. Often the institutional leaders were uninformed about the allegations regarding incidents on their campuses. This failure of leadership oversight has many presidents and trustees wondering how to safeguard their communities from similar tragedies. Here are key questions these campus leaders should ask and suggestions for creating a culture of prevention and reporting.

Become informed about policies and procedures.

What are the parameters of our sexual abuse policies?

Presidents should be well versed in the institution's policies addressing sexual misconduct and abuse. Consider whether the policies cover all members of the community. For example, are faculty, medical professionals, volunteers, and contractors included? If so, assess how the policies are conveyed to them and whether signed acknowledgments are required to show they have read the policies.

Confirm that the policies require all reports to be investigated and adjudicated using consistent procedures. Strict compliance is important, because any exceptions can lead to predators avoiding accountability despite allegations against them. For example, investigations should not stop simply because the respondent denies the action or because someone powerful requests that the investigation cease.

Do the institution's sexual abuse standards and policies apply equally to employees at all levels?

The institution's standards and policies must be applied impartially and consistently, without exception. This includes departments such as athletics, whose student athletes and staff are sometimes excused from following institutional requirements. It is important that exceptions are not made in policy or practice, even for employees in highly visible positions, prominent departments, or those who bring profit or prestige to the institution, such as doctors, scientists, and scholars. Remind staff that preventing harm to students and the campus community is always the top priority, even if it comes at a cost to the institution's reputation.

What are our institution's options for reporting sexual abuse?

Easily accessible reporting options are an important indicator of an institution that encourages reporting. Check whether reporting channels are well publicized, easy to find on the institution's website, and include an anonymous reporting channel, if possible. It is also recommended that the email address of at least one board member be made available online as an additional avenue for reporting.

What are the processes through which reports of sexual abuse are handled?

Review how reports are handled at the institution, including which office or individual processes the reports and launches the investigation. If possible, give one staff member oversight of all reports so trends and repeat offenders are identified, or establish a process that looks for these patterns. Inquire about guidelines for notifying high-level administrators, legal counsel, and others when more than one report is made against an individual. Ask whether the institution has any policies regarding the reporting of allegations to external law enforcement, especially with victims who are minors.



What is our policy regarding background checks?

Increasingly, educational institutions are implementing processes that require background checks of all employees at hire to screen for individuals with red flags in their pasts. Review your institution's policy regarding which positions or groups are subject to background checks, and what those checks entail. Keep in mind that phone calls to references—with fine-tuned questions that ask about the individual's respect for boundaries in interactions with students and children—are often the best source of information to weed out possible predators.

Take note of whether faculty, coaches, volunteers, and third parties are subject to the same screening as regular employees. Consider whether some employees, depending on job function, should have their background checks updated routinely during employment.

Be intentional with words and actions.

Have we established clear expectations for receiving updates on sexual misconduct reports and investigations, both on a routine schedule and an emergent basis for certain inquiries?

Presidents and trustees need not be involved in every allegation, but they should establish clear guidelines for regular updates about critical inquiries such as allegations involving more than one victim, more than one allegation against the same respondent, patterns of inappropriate behavior from teams or departments on campus, or allegations involving individuals in positions of power. Depending on the board's structure, one of its committees could take responsibility for monitoring these sexual abuse reports.

Similarly, presidents and trustees should establish guidelines for when they will be notified about settlements involving

allegations with more than one victim or allegations involving individuals in positions of power. By working with the general counsel's office or the individuals responsible for negotiating settlements on behalf of the institution, the president and trustees can ensure that they are informed early in the settlement negotiation process.

Often, staff have a strong reluctance to tell the president bad news, and the first instinct is to handle the matter so that it does not reach the president or board. However, on issues of serial sexual assault, presidents and boards are often held accountable despite being unaware of the allegations. Accordingly, they must become actively engaged and require updates on allegations. This cultural change may require professional development to educate staff and help shift attitudes.

Have we articulated our expectation that policies are followed?

Upholding the administrative structure for reporting, investigating, and disciplining is an important part of the president's role. The president must set the tone for thorough compliance with policies. As such, the president should only make investigative or disciplinary decisions if the president's involvement is prescribed by the policy.

Am I speaking out to foster a safe and inclusive environment on campus?

To effectively shape the campus culture, the president's actions should include a no-tolerance philosophy for sexual abuse and strong support for reporting. By publicly voicing support for survivors and proactively addressing topics surrounding sexual abuse, the president can serve as a catalyst for cultural change. If the community learns to be alert and report all boundary violations, this may stop or deter predators from further abuse.

Understand the campus culture.

What trainings are offered for students, employees, and faculty?

Take a close look at the trainings used for various audiences on your campus. Review the topics and training styles, then assess whether they are appropriate for each group. Are the trainings mandatory? How often are they required? Consider that many of the standard trainings (e.g. workplace harassment training for employees or Title IX training for students) may not cover important topics such as boundary violations, child abuse red flags, and employee obligations to report incidents of suspected sexual abuse.

Which staff members are addressing issues of sexual abuse on campus?

Presidents must make sure they are fully versed in the administrative positions working to prevent sexual abuse and assist victims on campus. Student affairs professionals often lead these prevention efforts and can be a valuable liaison for the president. By developing relationships with staff who handle sexual abuse reports and manage prevention efforts, the president can also establish an expectation that he or she be informed of noteworthy events.

What resources do we have for victims?

Providing appropriate, easily accessible resources on campus is critical for survivors' wellbeing. Review whether your institution's resources adequately serve the physical and emotional needs of victims and whether referrals to off-campus resources are provided. The institution's commitment to survivor wellness helps foster an environment that encourages reporting and supports those who make reports.

When did we conduct our last climate survey measuring sexual violence attitudes and prevalence on campus, and what were the results?

Institutional leaders must steer the campus culture toward an ethos that is alert about red flags, facilitates reporting, and supports victims. To do this, the president and trustees must understand the current campus landscape. A campus climate survey is an anonymous survey of students that assesses the prevalence of prohibited conduct, including sexual assault and abuse, and provides insight into students' perceptions about the environment on campus.

Presidents and trustees play an important role in protecting the campus community from sexual predators and should be well versed in the institution's reporting options, training programs, victim resources, and the administrative roles responsible for implementing these measures. Leaders who have a deep understanding of the institution's culture and engage in vocal support for reporting will help create an environment in which predatory behavior is unwelcome and boundary violations of any kind are not tolerated.



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