



**YOUNGSTOWN
STATE
UNIVERSITY**

**BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
John R. Jakubek, Chair
All Trustees are Members**

**Wednesday, June 6, 2018
11:00 a.m.**

**Tod Hall
Board Meeting Room**

AGENDA

A. Disposition of Minutes For Meeting Held March 14, 2018

B. Old Business

C. Committee Items

1. Student Affairs

a. Student Affairs Action Agenda Item

Tab C.1.a.1.

1) Resolution to Modify Policy 3356-8-07, Student Travel

Dr. W. Michael Sherman, Special Assistant to the President, and Dr. Claire M. Berardini, Associate Provost for Student Success, will report.

b. Student Affairs Discussion Item

1) Fall 2018 Enrollment Update

Gary D. Swegan, Associate Vice President for Enrollment Planning and Management, will report.

2. Academic Affairs

a. Academic Affairs Action Items

Tab C.2.a.1.

1) Resolution to Approve Ph.D. Program in Health Sciences

Dr. Sal Sanders, Dean of the College of Graduate Studies, Dr. Nancy Landgraff, Landgraff, Chairperson of the Department of Physical Therapy, and Dr. Ken Learman, Professor of Physical Therapy, will report.

- Tab C.2.a.2.** 2) **Resolution to Approve List of Candidates to be Considered for Honorary Degrees**
Mr. James P. Tressel, President, will report. Policy Number 3356-10-05, Honorary degrees and commencement speakers, is attached for your information.
- Tab C.2.a.3.** 3) **Resolution to Approve Tenure for the Associate Dean, College of Science, Technology, Engineering, and Mathematics**
Dr. Wim F. A. Steelant, Dean, College of Science, Technology, Engineering, and Mathematics, will report.
- Tab C.2.a.4.** 4) **Resolution to Approve University Completion Plan**
Dr. W. Michael Sherman, Special Assistant to the President, and Dr. Claire M. Berardini, Associate Provost for Student Success, will report.
- Tab C.2.a.5.** 5) **Resolution of Appreciation for Recent Program Accreditations**
Dr. Jennifer A. Pintar, Associate Provost for Academic Administration, will report.

c. Academic Affairs Discussion Items

- 1) **Higher Learning Commission Update**
Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning, will report.
- 2) **Strategic Plan Cornerstone Update – Student Success**
Dr. W. Michael Sherman, Special Assistant to the President, and Dr. Claire M. Berardini, Associate Provost for Student Success, will report.

D. New Business

E. Adjournment



Explanation of Modifications to *University Policy*:

3356-8-07 Student Travel Policy

This policy is being modified to allow students in certain university sponsored educational or sports programs/activities that are under the age of eighteen to travel as part of their participation in the program/activity.

Board of Trustees Meeting
June 7, 2018
YR 2018-



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
STUDENT TRAVEL, 3356-8-07**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modifications of University Policy governing Student Travel, policy number 3356-8-07, shown as Exhibit ___ attached hereto.

**Board of Trustees Meeting
June 7, 2018
YR 2018-**

3356-8-07 Student travel.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs,
Associate Vice president for Student Experience
Revision History: June 2017; December 2017
Board Committee: Academic and Student Affairs
Effective Date: June 7, 2018
Next Review: 2023

Deleted: Success
Deleted: December 7, 2017
Deleted: 2

(A) Policy statement. Youngstown state university (“university”) recognizes that students can and do benefit from learning experiences which occur off-campus. The university seeks to provide safe opportunities and methods of transportation and to mitigate any risks that might be associated with student travel for off-campus activities and events.

(B) Purpose. To provide the framework for planning and implementing student travel.

Deleted: The procedures and requirements of this policy will take effect on .
Deleted: August 23, 2017.

(C) Scope. This policy applies to enrolled and matriculated undergraduate and graduate student travel and student organization travel to events or activities that are organized and/or sponsored by the university and to international travel for study abroad programs available through the university’s international programs office (“IPO”).

This policy does not apply to travel undertaken by individual students attending out-of-town athletic/recreational events; to students traveling to engage in domestic student teaching, internships, experiential practicum, observations or research; or to student athletes participating in intercollegiate athletics competitions under the sponsorship of the university’s athletics department.

(D) Definitions for purposes of this policy.

(1) “Enrolled student.” A student who has been admitted to and is attending classes at the university.

- (2) "Matriculated student." A student who has been admitted to the university, has registered a major, and is attending classes at the university towards a degree.
- (3) "Student organization." A student group or organization officially registered and recognized by the university.
- (4) "Student organization member." An enrolled or matriculated student who is a current member of a student organization.
- (5) "University-organized event or activity." An event or activity that is planned and arranged by a member of the university's faculty, staff, or a recognized student organization and is approved by the appropriate university official.
- (6) "University-sponsored event or activity." An event or activity that is endorsed by the university through financial support or by sending student participants as official representatives of the university and is approved by the appropriate university official.
- (7) Appropriate university official.
 - (a) For approval of course or faculty-sponsored travel, the dean, or designee, of the applicable college is the appropriate university official.
 - (b) For approval of student organization travel, the associate vice president for student experience, or designee, is the appropriate university official. However, for student organizations traveling internationally, travel approval is required from both the associate vice president of student experience or designee and the associate provost for international and global initiatives or designee.
 - (c) For study abroad programs, the associate provost for international and global initiatives, or designee, is the appropriate university official.
 - (d) For travel on behalf of a program, office, or department not noted above, the appropriate university official will be the highest level administrator overseeing the program, office,

or department, excluding the president and vice presidents of the university.

- (8) Designated trip leader. A university representative/faculty member/advisor who serves as the point of contact to and from the university during travel. When no representative/faculty member/advisor is on a trip, a student may serve as the designated trip leader.
- (E) General requirements. The following requirements apply to all travel under this policy.
- (1) Enrolled students, including college credit plus students, under the age of eighteen are not permitted to travel. However, see section (I) of this policy which allows participants in certain university sponsored educational or sports programs/activities that are under the age of eighteen to travel as part of their participation in the program/ activity.
 - (2) Matriculated students under the age of eighteen are permitted to travel provided that the student's parent/guardian completes and signs the "Off-Campus Travel and Assumption of Risk" form and the "Authorization for Emergency Medical Treatment" form.
 - (3) A student wishing to travel as part of a student organization event or activity must be a current member of the student organization.
 - (4) Unless otherwise specified, the university does not provide medical insurance for any student's participation in travel. All student participants should maintain medical insurance and are responsible for any medical costs they incur during and/or as a result of the trip.
 - (5) All students traveling internationally must obtain international travel medical insurance through the university's IPO.
 - (6) Participants in student travel are responsible for their own behavior and any resulting consequences. The university shall not be liable for any loss, damage, injury, or other consequence resulting from a participant's failure to comply with university rules and policies.

including the student code of conduct, the direction of university employees, or applicable law.

- (7) Travel must be consistent with the goals of the academic unit, program, or department. Student organization travel must be consistent with the organization's mission statement.
- (8) Travel must have either a university representative or faculty member/advisor as a designated trip leader. However, if students are traveling on their own for the purpose of a recognized student organization and university funds are being utilized to support the activity, then the president or representative of the student organization or the designated trip leader must meet with the associate vice president of student experience, or designee, prior to the trip to review details of the trip.
- (9) Travel must be supported by an approved "Student Travel Authorization Form," with the exception that students on study abroad programs offered through the IPO will complete program specific form(s) in lieu of the authorization to travel form.
- (10) Participants must complete and submit an "Off-Campus Travel and Assumption of Risk" form and an "Authorization for Emergency Medical Treatment" to the office of the appropriate university official at least five business days prior to scheduled travel within the United States and at least thirty days prior to international travel. The appropriate university officials may alter these time periods within their discretion for travel, which cannot be preplanned, such as university-sponsored student travel for athletics playoff competition. Students on study abroad programs offered through the IPO will complete program-specific form(s) in lieu of these forms.
- (11) Friends and family of participants and designated trip leaders are not eligible to participate in student travel opportunities except in those instances where prior written permission of the appropriate university official has been given, appropriate forms have been submitted, and required insurance coverage has been obtained.
- (12) Students are responsible for making arrangements to complete all assignments and/or examinations that are scheduled during travel.

- (13) Sponsors or organizers of events or activities may impose additional requirements in order to address unique circumstances associated with a particular activity, destination, or travel.
- (F) Transportation. The university office, unit, or department planning or sponsoring an event or activity should be prepared to arrange for transportation by university-owned or rental vehicle; contracted/chartered transportation service; regularly scheduled transportation service (e.g., Greyhound, Amtrak, commercial airline service); or if necessary, personal vehicles. Contracting, purchasing, and insurance requirements can be found on the university's procurement services website.

The following rules apply to transportation:

- (1) University-owned or leased vehicles may only be utilized in a manner compliant with rule 3356-4-18 of the Administrative Code (Corresponding university policy 3356-4-18 can be found in the "University Policies" website.)
- (2) All university purchasing policies apply when procuring chartered or commercial transportation.
- (3) Personal vehicles may only be used on a voluntary basis. All participants choosing to ride in a private automobile do so voluntarily and at their own risk. The university shall not insure or accept liability for any damage, loss, or injury resulting from the use of a private vehicle. The university does not provide comprehensive or collision insurance for private vehicles driven on university business, and the vehicle owner/driver is responsible for insurance coverage for the vehicle. The university does carry non-owner excess liability coverage to protect the university, student, or employee in the event of a suit resulting from an automobile accident in which an employee was driving on university business.
- (4) Under no circumstance will a vehicle driver be reimbursed for fines for moving or parking violations.
- (5) Occupants of motor vehicles must use seat belts or other approved safety restraint devices as required by law or regulation at all times when the vehicle is in operation.

- (6) Occupants of motor vehicles shall not consume, possess, or transport any alcoholic beverages or illegal substances.
- (G) Accident and emergency procedures. Prior to travel, designated leaders and group participants should review the YSU [campus emergency management plan](#) and any appendices and follow applicable guidance and suggestions.
- (H) Accommodations for students with disabilities. Any student with a disability who requires accommodation, must contact the [office of disability services](#) for assistance in determining reasonable accommodations. The office of disability services will consult with the sponsoring unit regarding this determination.
- (I) Student travel pursuant to educational or sports programs. Participants in university sponsored educational or sports programs/activities such as Upward Bound, Academic Achievers, summer or sports camps, and who are under the age of eighteen (18) are permitted to travel as part of their participation in the educational or sports program/ activity regardless of whether they are enrolled students. Travel pursuant to such programs must have at a minimum a designated trip leader who is over the age of 18; a student travel authorization form; a waiver and assumption of the risk form; an emergency medical treatment form; and emergency contact and response guidelines. University employees (including student employees), volunteers, and participants must adhere to rule 3356-7-56 of the Administrative Code Rule 3356-7-50 (university policy 3356-7-50 minors on campus) and all other applicable rules, regulations and university policies.
- (J) Compliance. Failure to comply with any policy requirements may result in restrictions or loss of travel opportunities, travel funds and/or reimbursements. Students and student organizations are subject to sanctions under "The Student Code of Conduct" up to and including expulsion and loss of organization recognition. Employees are subject to discipline up to and including termination.

Deleted: 1

3356-8-07 Student travel.

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Responsible Officer: Provost and Vice President for Academic Affairs,
Associate Vice president for Student Experience
Revision History: June 2017; December 2017
Board Committee: Academic and Student Affairs
Effective Date: June 7, 2018
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- (4) Under no circumstance will a vehicle driver be reimbursed for fines for moving or parking violations.
- (5) Occupants of motor vehicles must use seat belts or other approved safety restraint devices as required by law or regulation at all times when the vehicle is in operation.

- (6) Occupants of motor vehicles shall not consume, possess, or transport any alcoholic beverages or illegal substances.
- (G) Accident and emergency procedures. Prior to travel, designated leaders and group participants should review the YSU campus emergency management plan and any appendices and follow applicable guidance and suggestions.
- (H) Accommodations for students with disabilities. Any student with a disability who requires accommodation, must contact the office of disability services for assistance in determining reasonable accommodations. The office of disability services will consult with the sponsoring unit regarding this determination.
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**RESOLUTION TO APPROVE
Ph.D. PROGRAM IN HEALTH SCIENCES**

WHEREAS, the Bitonte College of Health and Human Services and the College of Graduate Studies are proposing a new Doctor of Philosophy (Ph.D.) degree that can culminate in either a Ph.D. in Health Sciences or a dual DPT and Ph.D. in Health Sciences; and

WHEREAS, there is a need across the health sciences disciplines for new faculty who are well prepared to participate in teaching, including assessment of teaching and learning, and contribute to acquisition of new knowledge through a meaningful scholarly agenda; and

WHEREAS, within the health related fields, there is a recent emphasis on interprofessional education, collaboration, and communication, which are included in many accreditation standards for healthcare fields such as physical therapy, nursing, and dietetics; and

WHEREAS, the Bitonte College of Health and Human Services already offers robust graduate programs in Nursing (including Clinical Nurse Practitioner and Nurse Anesthesia), Kinesiology and Sport Science (Master of Athletic Training), Health Sciences (an online Master of Respiratory Care), as well as a Master of Health and Human Services and a Master in Public Health; and

WHEREAS, the proposed graduate program will take advantage of the collaborative relationships within the Physical Therapy Department and other departments housed in the Bitonte College of Health and Human Services to provide students with an interprofessional education experience; and

WHEREAS, the proposed degree program will create career pathways in many of the health profession fields, such as physical therapy, nursing, and occupational therapy, to name a few; and

WHEREAS, Youngstown State University has faculty members with the requisite credentials to offer this degree; and

WHEREAS, the proposed degree program would meet an institutional need at Youngstown State University to increase graduate student enrollment; and

WHEREAS, the proposed Ph.D. in Health Sciences aligns with the initiatives of the Youngstown State University 2020 Strategic Plan, fitting with the vision to “strive to integrate curricular and co-curricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply perfect knowledge; to encourage creativity; and to provide effective tools, technologies, and facilities for learning”;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Ph.D. in Health Sciences degree subsequent to the approval of said degree by the Ohio Department of Higher Education.

**Board of Trustees Meeting
June 7, 2018
YR 2018-**

2017-18: 24

College of Graduate Studies
Youngstown State University

REQUEST FOR A GRADUATE PROGRAM ACTION

Department Physical Therapy Date 2/12/18

A. Please check the appropriate item(s) below:

New Program Ph.D. in Health Sciences
(Must include either a Program Development Plan or new program proposal prepared according to CCGS on Graduate Study Guidelines. New certificate programs over 21 hours require approval of CCGS. Number of hours of certificate program proposed: _____)

Change in Admission Requirements (Show existing language and change requested. Attach extra sheets as needed.)

Change in Program Description

Change in Degree Requirements

Other action _____

B. Existing Language:

C. Change Requested:

D. Provide justification for requested action:

Currently, There is no PhD in a rehab science related discipline at any institution in Northeast OH. This program will assist many health related professions in obtaining a PhD to pursue academic careers. This program fits our mission of serving the region and progressing to a more research based institution.

Name of person to contact if there are questions about this request Ken Learman, PhD, PT

This request also affects the following departments:

Department Teachers Education

Signature

[Handwritten signature] (for review)

Department Criminal Justice & FS

Signature

[Handwritten signature]

Department Physical Therapy

Signature

Approvals

Department Chair or Graduate Supervisor *[Signature]*

Date 2/12/18

Department's College Dean *[Signature]*

2/12/18

Chair, College Graduate Studies Committee *[Signature]*

2.28.18

Graduate Curriculum Committee *[Signature]*

2/28/2018

Graduate Council *[Signature]*

2/29/2018

Youngstown State University

Full Proposal

Doctor of Philosophy (Ph.D.)

Health Sciences:

Bitonte College of Health and Human Services

College of Graduate Studies

March 2018

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1. Academic Quality

The Bitonte College of Health and Human Services is proposing a new Doctor of Philosophy (Ph.D.) degree through the Department of Physical Therapy that can culminate in either a Ph.D. in Health Sciences or a dual DPT/Ph.D. in Health Sciences.

The focus of the Ph.D. program would be two-fold, to prepare graduates to be competent educators and to perform research in their content area of expertise. The State of Ohio and accreditation agencies for universities and health professions programs require that core faculty possess an academic degree one level above the degree the students are pursuing. Many health professions are advancing their entry-level degree for the discipline to the master's level (Dietetics by 2024) or doctoral level (Occupational Therapy by 2027). There is a need across the health sciences disciplines for new faculty who are well prepared to participate in teaching, including assessment of teaching and learning, as well as contribute to acquisition of new knowledge through a meaningful scholarly agenda. This degree program will include core coursework to promote achievement in both areas.

Competency

Youngstown State University offers 57 graduate programs. Of these, there are 43 master's programs, three doctoral programs, the Ed.D. in Educational Leadership, the Ph.D. in Materials Science Engineering, and the Doctorate in Physical Therapy with the rest being graduate certificate programs.

The Bitonte College of Health and Human Services has been offering undergraduate programs in the areas of Nursing, Allied Health (Emergency Medical Technician, Medical Technology, Respiratory Therapy, Dental Hygiene) Dietetics, and Social Work. Some of these programs have been in existence for over 50 years. The healthcare programs that require national accreditation all currently have full accreditation with no citations. This speaks to the high quality of the programs. The Physical Therapy Program (where this Ph.D. will be administered) has been accredited for the last 20 years and has offered the entry-level Doctor of Physical Therapy degree since 2008, twelve years before mandated guidelines (APTA, Vision 2020). These healthcare programs have strong graduation rates, and national board pass rates. For example, the Department of Nursing has a board exam pass rate above the national averages at 88% in 2016 for the bachelor's degree program, and 100% for the Family Nurse Practitioner program. Respiratory Therapy has a 97% pass rate and Physical Therapy has a 100% ultimate board pass rate for the most recent 3 years.

The Bitonte College also offers robust graduate programs in Nursing (Master of Science with 4 different clinical tracks like Clinical Nurse Practitioner or Nursing Anesthesia), a Master in Athletic Training, an online Masters in Respiratory Care, a Master in Health and Human Services, a Master in Public Health (consortial with Northeast Ohio School of Medicine), and the entry-level Doctor of Physical Therapy. Additionally, outside of the College of Health and Human Services, YSU offers a Master in Teacher Education that will provide 3 core courses in curriculum design and assessment for the Ph.D. program. We also have a Master of Science in Biology and a Master of Arts in Gerontology, which will contribute course electives to our proposed program. Biological Science or Gerontology students may be interested in pursuing the Ph.D. as well.

Curriculum:

The Ph.D. program will be structured to allow two separate points of entry, one for health care professional in physical therapy (PT) or a related field (examples Occupational Therapy, Respiratory Therapy, Public Health) who would like to pursue a doctoral degree to become professional faculty and researchers, and one to accommodate students with a bachelor's degree who are pursuing dual DPT/Ph.D. degrees. It is anticipated that the dual degree option will add two years to the 3-year DPT program and the doctoral degree option for established health professionals will take a minimum of 4 years to complete. The standard Ph.D. degree option will require 90 semester hours of post baccalaureate work. The dual degree option (DPT/Ph.D.) will expand the current DPT curriculum from 109 to 157 semester hours.

The combination DPT/Ph.D. students will begin as entry-level DPT students during the summer semester and will progress through the program as a cohort. They will take selected Ph.D. classes as part of their curriculum in place of the entry-level DPT classes (ex. research classes). After completion of the entry-level DPT curriculum, it is anticipated that these students will continue with Ph.D. coursework for an additional 2-3 semesters. The other non-dual degree Ph.D. students will enroll in the program as a cohort in the summer semester. It is anticipated that they will move through selected courses of the curriculum in a sequential way; however, they will have flexible, independent timelines for completion, depending on their status at enrollment (bachelor's or graduate level). It is anticipated that these students will continue to work in their fields and carry approximately 9 credits per semester.

Within the curriculum, there are a number of courses that will be taken from other departments at Youngstown State University. There are three teacher education courses on curricular design, teaching pedagogy and instructional assessment that are delivered through the Department of Teacher Education. These courses are delivered in a hybrid model with coursework online and several onsite meetings. There are two courses on research methodology and statistics that are in the Master in Criminal Justice curriculum. These courses are delivered solely online and will have modules adapted to the specific needs for each student.

Several courses will be offered to the PhD students but will also be made available to other graduate programs within the college. Concentration electives such as Orthopedic Manual Therapy or Mind-Body Interventions in Healthcare will also be available and students will be required to take at least one such elective. In addition, students will also take Scientific Writing in Health Sciences to prepare them for their dissertation and the writing components of their future scholarly agenda.

Other core courses in this curriculum will be interdisciplinary and will be taken by the Ph.D. students with the entry-level DPT students. These courses are Evidence Based Practice, Epidemiology in Health Sciences, Psychosocial and Cultural Aspects of Healthcare, Mental and Behavioral Aspects of Healthcare, and Interdisciplinary Healthcare Delivery.

The remaining courses are specific to each individual candidate and assigned to the faculty adviser based on each student's need. Examples of these courses include

Mentored Instruction, Graduate Research in Health Sciences, and Dissertation in Health Sciences. Additional credits will be satisfied via student's taking electives in their areas of interest. These electives maybe existing courses in related fields such as Public Health, Gerontology, Biology, Dietetics, or Athletic Training.

Following completion of at least 40 s.h. of coursework, each candidate will sit for their comprehensive examination prior to beginning the final dissertation project. The comprehensive examination will cover each of the key areas of the curriculum and will include questions related to teaching and assessment, the psychosocial and mental and behavioral health and content specific to their clinical area of expertise.

All students will complete a dissertation for their culminating learning experience. This research project may be related to their area of expertise and interest. Expectations will be for dissemination of the results of the project. All students will work with a dissertation committee advising their project and the expectation will be for a published electronic dissertation and at least one journal manuscript submission. There will be an option to grant a Master of Science in Health Sciences to students at the completion of the coursework and written competency exam if they choose not complete the dissertation project. The MSHS degree will be granted upon 30 s.h. of coursework. Once the MSHS degree has been awarded, those 30 s.h. cannot be applied to the Ph.D. should the student ever elect to reenroll in the Ph.D. program. (See attached sample curriculum sheets)

Experience and number of faculty

The Ph.D. in Health Sciences will be supported with 6 primary faculty and assistance of many additional YSU faculty that possess appropriate academic degrees for their fields. The Ph.D. program will be directed by Dr. Ken Learman, a professor in the Department of Physical Therapy with 15 years of academic experience in the Master of Physical Therapy and the entry-level Doctor of Physical Therapy programs. Dr. Learman also has experience serving on dissertation committees as an external member at Nova Southeastern, the Ed.D. program in educational leadership at YSU, and on master's theses committees at The University of Pittsburgh. Dr. Learman's content expertise includes research methods and design, orthopedic manual therapy, the sensorimotor system and he has published extensively in these areas. For this Ph.D. program, Dr. Learman has been instrumental in curricular design, and will be lead faculty on the research core coursework in the curriculum. Also involved in this coursework will be 2 faculty from the Department of Criminal Justice and Forensic Science, Dr. John Hazy and Dr. Richard Rogers. Both these faculty members hold Ph.D. degrees in sociology, and are established in the content areas of research methods, design and statistics. Besides teaching in the Ph.D. curriculum, they will participate on dissertation committees as experts in the design and statistics portions of the projects. Dr. Hazy is a professor, has taught graduate level classes for 15 years at YSU and has served on 5 dissertation committees in the Ed.D. of Educational Leadership and served on dozens of master's projects in Health related programs at YSU. Dr. Rogers been an assistant professor at YSU for 5 years and has served on multiple dissertation committees for Walden University. The courses that they are offering for this core portion of the Ph.D. program have been taught for over 10 years and are well established.

The teaching portion of the core in the Ph.D. of Health Sciences will be anchored in 3 core courses from the Master in Teacher Education program and will be taught by faculty in that master's program who have earned doctorates. Two such faculty are Dr. Theresa Duncko and Dr. Stacy Adduci. This master's program has been in existence for over 25 years and has graduated hundreds of students.

From the Department of Physical Therapy (PT) there will be two faculty members offering coursework as follows: Dr. Jim Benedict, Assistant Professor, will teach Interdisciplinary Healthcare Delivery. Dr. Benedict has expertise in healthcare administration and 10 years as a full-time faculty member in the Master and Doctor of Physical Therapy Programs. Dr. Weiqing Ge is an Associate Professor who will teach Psychosocial and Cultural Aspects of Healthcare, addressing the cultural aspects of the course. Dr. Ge has been a full-time faculty member in the Physical Therapy department for 12 years, and has taught a similar class in the entry-level program for the last 6 years. Dr. Ge has expertise in biomechanics, and grant writing. Both Dr. Benedict and Dr. Ge will be participating in teaching as well as serving on dissertation committees. They may also be assigned students to mentor from the Graduate Research in Health Sciences and Mentored Instruction courses in the Ph.D. curriculum. Additionally, Dr. Jane Wetzel, (Associate Professor) and Dr. David Griswold, (Assistant Professor) are available to serve on dissertation committees and in the Mentored Instruction and Graduate Research in Health Sciences courses. Dr. Wetzel has been a full-time associate professor in the Physical Therapy department for 9 years and has content expertise in exercise physiology, and cardiopulmonary Physical Therapy. Dr. Griswold has 5 years of full-time service to the YSU PT department and has content expertise in orthopedics and manual therapy, pathology, and clinical assessment and outcomes.

External to YSU, Dr. Michael Heilman (Ph.D. in Psychology), an established clinician from the community, has been identified as lead faculty for the Mental and Behavioral Aspects of Healthcare course, and will participate in the Psychosocial and Cultural Aspects of Healthcare with Dr. Ge. Dr. Heilman has over 30 years of experience as a psychologist in clinical practice and expertise in mental and behavioral health and the treatment of chronic pain.

As support for the dissertation, a number of YSU faculty have been identified and have committed to the program. Faculty from the Department of Statistics and Mathematics are identified and available to provide support for research design and statistical analysis and interpretation. Additional faculty from the Bitonte College of Health and Human Services, the Biology and Gerontology departments have been identified that may be involved to serve as content experts for dissertation projects. Dr. Rachael Pohle-Krauza, Ph.D. has extensive experience writing grants for external funding and a very strong publication record in the field of dietetics and bariatric surgery outcomes. She has advised many students in the MHHS and MPH programs at YSU. Additionally, we have secured a network of qualified colleagues throughout other Physical Therapy programs that are willing to act as content experts for dissertation projects.

Finally, the delivery of the PhD program will be through the Department of Physical Therapy. Dr. Nancy Landgraff, Professor and Chair of the Department of Physical Therapy will work collaboratively with Dr. Learman for the delivery of the program. She will

administer the budget for the program, oversee physical therapy faculty within the program, and help coordinate the entry-level and Ph.D. programs for a continuous and smooth delivery. Dr. Landgraff has 21 years of experience with the YSU PT program. Her content areas of expertise include neuroscience, rehabilitation, specifically stroke rehabilitation, and cognitive and physical performance of patients. Dr. Landgraff has served as an external expert on dissertation committees at The University of Pittsburgh. She will oversee the administration of the Ph.D. program working with Dr. Learman, and can serve on dissertation committees, and participate in the Mentored Instruction and Graduate Research in Health Sciences courses.

Adequacy of students

The Ph.D. in Health Sciences is designed to accept students who possess a bachelor's, master's or a clinical doctorate degree. The bachelor's and master's degrees considered should be health related, but will consider students with a basic science degree (ex. biology) if there is an established interest in healthcare. Additionally, there has been a track established for the current entry-level DPT students at YSU to enter a dual DPT/Ph.D. track at the end of their first year in the DPT program. All applicants to the program will be evaluated against the following admission criteria:

- Student with an interest in the Health Sciences and an interest in pursuing employment in academia, research, or clinical practice.
- Minimum overall 3.0 GPA from a bachelor's or master's degree.
- Exceptions will be considered on an individual basis for a GPA of 2.7-2.99. This will mandate a provisional admission.
- Graduate Record Examination (GRE) scores of 290 on parts 1 and 2, and 3.5 writing score are recommended.
- If required by the field, a current license to practice.
- 3 letters of reference.
- Personal essay of why you are pursuing this degree.
- A TOEFL score of at least 550 on a paper-based test, the equivalent score on a similar test, or an undergraduate degree from a university in the US.

Admissions will be completed by considering the student's individual research agenda as well as compatibility and availability of faculty to serve on dissertation committees. Students enrolled in the program will be held to the academic standards established by the YSU College of Graduate Studies. These include a minimum GPA of 3.0 on a 4.0 scale at the time of graduation and a restriction to no more than 9 s.h. of coursework with a C.

There will be an expectation that graduates will be positioned to apply for faculty positions in their areas of expertise. It will be expected that dissertation results will be submitted for publication at the time of defense, or soon thereafter.

Computational Resources

At YSU there is an Information Technology Services Department that provides technology infrastructure and support for students, professors and university administration. (<http://cms.ysu.edu/administrative-offices/information-technology-services/its-home>) In their mission statement the breadth of services is addressed: "Information Technology Services provides a broad range of services in a distinct academic environment to support

teaching and learning, scholarship and research, and the administrative and business operations of the University. Its primary mission is to provide the infrastructure and support necessary to enable the University community to use information technology effectively to facilitate the institutional mission of providing “open access to high-quality education”.

This department supports the computer needs of faculty, staff and students. Students will have access to the needed statistical software packages, for example Excel and SPSS. Additional software required within certain courses will be made available to students on an as needed basis.

Some of the courses planned for the Ph.D. are offered online or have online components, and these courses are already in existence for the current Masters in Teacher Education and the Master in Criminal Justice. The computational resources needed to offer these courses already exist. Students have access to WiFi on most campus locations, and will have access in the classroom and lab areas where the courses will be offered.

Library

MAAG LIBRARY FACILITIES

The six-story William Maag, Jr. Library built in 1976, offers 150,000 square feet of interior space with seating available for over 1,500 students. The Reference/Computer Lab and Circulation are located on the main level of the library. The Multimedia Center, Microforms Center, and the Maag Café are located on the third floor. The Library Instruction Room, Group Study Rooms (media equipped with whiteboards), and the Tech Desk are located on the fourth floor. Archives & Special Collections is on the fifth floor. Bound Journals and the Government Documents Collection are on the sixth level. The Curriculum Resource Center (CRC) is located on the main floor of the Beeghly College of Education. The circulating collection is located on floors 3, 3A, 4, 4A, 5, 5A, 6, and 6A. Group Study is available on floors 3, 3A, 4, and 4A, while Silent Study is available on floors 5, 5A, 6, and 6A. Mobile whiteboards are scattered throughout the building for students to use and markers are available at Circulation. Study rooms are available on three-hour intervals. Students and faculty engaged in research may apply for research rooms assigned by semester.

MAAG LIBRARY SERVICES

Reference Services:

- Librarians are available for in-person research assistance in the Reference Room.
- Students may make appointments with a subject librarian for in-depth research.
- Students may call the reference desk or individual librarians for research help.
- Students may use Maag's Ask A Librarian email service.
- Students may consult Maag's Research Guides for research help in specific subjects or for specific classes.
- Faculty may request library instruction sessions from subject librarians.
- The Library Audio Tour is available online and on iPods available at the Reference Desk.
- Research Tutorials are available on the Maag Library website.

Circulation Services:

- YSU students may checkout materials from the [MaagNET Library Catalog](#) or pickup and checkout materials requested from other Ohio libraries through the [OhioLINK Library Catalog](#).
- Faculty and students may use [InterLibrary Loan](#) to request copies of articles not available full text through Maag’s databases.

SUMMARY OF MAAG LIBRARY MATERIALS AND SERVICES FOR PHYSICAL THERAPY AND ALLIED HEALTH

Physical Therapy and Allied Health students and faculty have access to a large collection of books, journals and research databases through Maag Library and OhioLINK. Holdings are easily accessible by using two online catalogs: [MaagNET Library Catalog](#) and the [OhioLINK Library Catalog](#)). Maag Library has access to sufficient information for the completion of most student research projects. The local collection includes resources in multiple formats. The breakdown of those materials as of February 1, 2018 is as follows:

Material	Physical Therapy Collection	Supporting Medical Collection	Total Maag Library Collection*
Books and Other	513	41,328	2,003,746
Books and Other (published 2008-2018)	33	1315	95,555
Print and Electronic Journals	34	2630	86,436
Databases with Full Text	12*	26*	251

*Includes materials/content available through the Maag Library and consortia collections.

OhioLINK Materials and Online Resources:

Maag Library is a founding member of [OhioLINK](#), a consortium of Ohio’s university, college, and some public libraries. Serving more than 500,000 students, faculty and staff at over 120 institutions, OhioLINK offers access to more than 46 million library items statewide. OhioLINK also provides access to over 100 research databases, including a variety of full-text resources. Items can be requested online and picked up at any OhioLINK member library. A search conducted for materials related to Physical Therapy showed the following breakdown of materials:

Material	Collection
Physical Therapy Books	1536
Physical Therapy Journals (Print and Electronic)	139
Physical Therapy Other Items	395
Total OhioLINK Materials in Physical Therapy	2070

RESEARCH RESOURCES

Physical Therapy and Allied Health students and faculty have access to many useful Research Databases, which may be accessed through the Maag Library website. For articles not available full text, copies may be requested through InterLibrary Loan. When off campus, students can login to the databases using their name and YSU id#. Specific journal titles may be located for searching/browsing by using Maag Journal Finder.

Newly Acquired Databases from Gale:

- Physical Therapy & Sports Medicine Collection: Provides access to academic journals and magazines covering the fields of physical therapy, physical fitness, and sports medicine. The database offers a wide spectrum of information, including proven treatment techniques, experimental research, and more.
- Health Reference Center Academic: For consumer health researchers, students, and health care professionals, providing current information on a range of health care topics. It includes embargo-free, full-text periodicals, reference books, pamphlets, and hundreds of videos demonstrating medical procedures and live surgeries.
- Health & Wellness Resource Center: Provides information from current disease and disorders to alternative and complementary medical practices. Includes medical journals, periodicals, and articles from general-interest publications, medical newspapers, newsletters, and news feeds.
- Nursing & Allied Health Collection: With a strong emphasis on full text titles cited in CINAHL and over 10 million articles, this collection's content helps nursing professionals already working in the field, as well as students pursuing a nursing-focused curriculum.

CINAHL Plus with Full Text:

- Provides indexing for journals from the fields of nursing and allied health, with indexing back to 1937.
- Covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines.
- Offers access to health care books, nursing dissertations, selected conference proceedings, standards of practice, educational software, audiovisuals and book chapters, as well as Evidence-Based Care Sheet.
- Searchable cited references for many journals are also included.
- Provides full text for 337 journals, plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials.
- CINAHL Plus with Full Text Research Guide: Introduction; Basic Searching; Advanced Searching; CINAHL Headings; Time Savers; Citation Tools; Finding Full Text.

MEDLINE with Full Text (EBSCO):

- Comprehensive index for medical journals and provides full text for more than 1,370 journals. Of those, more than 1,340 have cover-to-cover indexing in MEDLINE.
- Contains full text for many of the most used journals in the MEDLINE index - with no embargo.
- With full-text coverage dating back to 1965, MEDLINE with Full Text is the definitive research tool for medical literature.

- MEDLINE with Full Text Research Guide: Introduction; Basic Search; Advanced Search; MESH; Time Savers; Citation Tools; Full Text; Accessing Other Databases.

MEDLINE (PubMed):

- PubMed is the free public version of MEDLINE (EBSCO). It contains fewer full text articles, but is accessible anywhere.
- PubMed (MEDLINE) Research Guide: Introduction; Searching; Results Screen & Limits; MeSH Headings; Finding Full Text; PubMed Tips; Other Databases to Try.

Health Source: Nursing/Academic Edition:

- Index, abstracts, and full text focusing on many medical disciplines, particularly nursing and allied health.
- Provides nearly 550 scholarly full text journals, including nearly 450 peer-reviewed journals focusing on many medical disciplines.
- Also featured are abstracts and indexing for nearly 850 journals.
- Coverage of nursing and allied health is particularly strong.
- Full text information in this database dates as far back as 1975.
- Provides access to Merriam-Webster's Medical Desk Dictionary.

ProQuest Nursing & Allied Health Source:

- Comprehensive coverage of the fields of nursing and allied health including journals, videos, dissertations, reference books, and more.
- Designed to meet the needs of researchers at healthcare facilities as well as nursing and allied health programs at academic institutions.
- Provides abstracting and indexing for more than 850 titles, with over 715 titles in full-text, plus more than 12,000 full text dissertations representing the most rigorous scholarship in nursing and related fields.
- ProQuest Nursing & Allied Health Source Research Guide: Introduction; Basic Searching; Advanced Searching; Viewing Results; Citation Tools; Finding Full Text.

Nursing@Ovid:

- Comprehensive, integrated nursing and allied health portal for practice, education, research, and administration.
- Helps researchers, librarians, clinicians, and other healthcare professionals find important medical information so that they can make critical decisions to improve patient care, enhance ongoing research, and fuel new discoveries.
- Nursing@OVID Research Guide: Introduction; Advanced Searching; Time Savers; Citation Tools; Finding Full Text.

SPORTDiscus:

- Provides indexing and abstracting of articles and other publications on sport, fitness and related disciplines, with more than 240 full text journals.
- Offers international coverage of journal and magazine articles; books and book chapters; conference proceedings; and dissertations and theses.

Electronic Journal Center: Multidisciplinary database

Academic Search Complete: Multidisciplinary database

Also, faculty have access to the YSU Institutional Repository, Digital.Maag, where they can submit their published works for inclusion in the YSU archive and manage their collection for review by tenure and promotion committees.

RESEARCH GUIDES

Maag Library uses the LibGuides platform to create research guides for faculty and

students. Various [Research Guides](#) are available to help with subject-specific research and for assistance using the different health-related databases. Examples include: [Physical Therapy Research Guide](#), [Dental Hygiene](#), [Free Evidence Based Practice Tools](#), [Health Sciences Senior Resources](#), [Health Statistics](#), [Nursing Research](#), [Nutrition & Dietetics](#), [Professional Issues in Nursing](#), and many more.

ELECTRONIC BOOKS

Physical Therapy and Allied Health students and faculty are able to access many relevant titles in full text electronic book format through several eBook databases.

- [Electronic Book Center](#)
- [Wiley Online Library](#)
- [SpringerLink / Off Campus Link](#)

PRINT RESOURCES

Print resources for use by Physical Therapy and Allied Health students are available in the library's Reference Room and in the Maag Stacks (general collection). Reference resources must be used within the library, while Maag Stacks materials may be checked out by students for the duration of the semester.

Print resources that can be checked out by students are available in the Maag Stacks under the Library of Classification Subclass R: Medicine. See the [Library of Congress Classification Outline: R: Medicine](#) for a breakdown of the R: Medicine classification. For example, the breakdowns for physical therapy are as follows:

- RD792 – RD811: Orthopedics Surgery, Physical Rehabilitation
- RM695 – RM893: Physical Medicine. Physical Therapy
- RM930 – RM931: Rehabilitation Therapy
- RM950: Rehabilitation Technology

Materials are shelved alphabetically by Library of Congress Classification call number. R: Medicine materials are available on floor 6A of the library. Students may search for materials using the [MaagNET Library Catalog](#).

Students may also request materials from the [OhioLINK Library Catalog](#). OhioLINK is a 121-member cooperative that shares resources within the State of Ohio. Any item marked as AVAILABLE in the OhioLINK Library Catalog may be requested by a YSU student using their name and YSU id#. The requested item(s) are sent to Maag Library for the student to checkout.

Laboratories

Currently the Department of Physical Therapy has a 2800 square foot large teaching and practice lab, and a 400 square foot research lab. The research lab is accessible to the students 24 hours a day/7 days a week. These 2 spaces can be used for clinical research projects of the doctoral students. In summer 2019 the PT department will undergo a major renovation, which will significantly increase the laboratory space for the program. This is planned due to the anticipated addition of the Ph.D. program, and the planned expansion of the entry-level DPT program to 45 students. Added lab facilities in the renovated space in Cushwa Hall – adjacent to the current department of Physical Therapy, will include a second large teaching laboratory as well as a Research Lab committed to the Ph.D. students. The second teaching lab will be approximately 1475 square feet, and the Research Lab will be 744 square feet. The Research areas will be equipped with desks/computer stations for the students to do their work. There will be space available for research equipment based on the student's research needs, for example mobilization

tables, large mats, and/or gait analysis. This equipment will be acquired as needed for the variety of projects that will be part of the students' projects/dissertations.

Equipment and other physical facilities

The entry-level DPT program currently has both the large Physical Therapy lab and the PT classroom that will be available for Ph.D. course instruction. These rooms accommodate 32 students, however do have room to hold 40 students. The classroom is equipped with a state of the art teaching station, and tables that have electrical outlets for student use for their computers, tablets and other technology. The current Physical Therapy lab has tables to accommodate 40 students, a teaching station, an overhead camera for projection of handling techniques in Physical Therapy. This lab can be used for Ph.D. classes as its size is helpful in small group breakout sessions. It can also be used in Ph.D. elective courses that are clinically, "hands-on" in nature, as it is equipped with clinical treatment equipment such as mat tables, a treadmill, and other functional training equipment. Additionally, there are 2 large computer labs for the Bitonte College of Health and Human Services in Cushwa Hall, one that is dedicated to course use and can be scheduled as needed.

As mentioned, the YSU entry-level DPT program is planning to increase enrollment by 15 students to 45. A \$1.5 million renovation of space adjacent to the current PT department has already been approved. The expansion would include an additional classroom that would accommodate 56-60 students, the expansion of the current PT classroom to a capacity of 56-60 students as well as the lab spaces already reported. These new spaces will be outfitted with the latest technology needed for teaching, and new tables with power outlets.

All departments within the BCHHS, have dedicated research laboratory spaces that can be used for research by students within the Ph.D. program for their lines of inquiry. Kinesiology & Sports Science, Physical Therapy, Biological Sciences, Mechanical & Industrial Engineering, and Civil & Environmental Engineering proposed a collaborative project whereby pooled resources would be used to build a joint biomechanics laboratory. This project would allow YSU to expand human movement science research to include greater precision through high-speed infrared cameras, force plates and EMG analysis through the joint efforts of several departments. YSU's administration and Board of Trustees has recognized this collaborative project as a Center of Excellence and has supported the project with funding earmarked for building the laboratory. This laboratory, once developed, will be available to the Ph.D. students for their research projects. Anticipated start date for the build out is April 2018.

2. Need

Student Interest and demand

We have assessed the interest in the program from past YSU Doctor of Physical Therapy students, and 29% were "very likely to apply," and another 43% were "likely to apply" to the program. The majority of these (60%) stated they would be "like to apply" within the next 2-3 years. For other health professionals that were YSU alumnae, 52.6% of respondents

indicated that they were interested in applying to the Ph.D. program, and another 6.6% were “very likely to apply.”

We would project enrollment of 7-10 students each year. We anticipate at least 2 students enrolling in the DPT/Ph.D. program option each year. Graduate assistants in the entry-level program routinely identify the goal of teaching in the field as a reason for applying for the GA position. In addition, we would project 5-7 students from physical therapy and other health related fields to enter the Ph.D. program each year. We have already identified multiple YSU faculty that have master’s degrees that plan to enroll in the program. There has also been interest expressed by a number of the Physical Therapy alumnae that currently have either an MPT or DPT degree. Within our current DPT students there are 2-3 per class that are planning to complete the dual DPT/Ph.D. degree. Also, applicants to the YSU DPT program have expressed interest in the dual degree.

There are no other Ph.D. programs within YSU or the region that meets the needs of students in health-related fields that are seeking the doctoral degree. The proposed program is attractive because students will be able to continue to work in their selected fields while taking three classes per term. This places them on a path to complete the Ph.D. in approximately 4 years, depending on the timeline for their dissertation project.

Institutional need

Currently at YSU there are 3 doctoral degrees: the DPT in Physical Therapy, the Ed.D. in Educational Leadership, and a Ph.D. in Materials Science Engineering. There are, however, 43 masters programs, of which 7 are in the Bitonte College of Health and Human Services and are health related. For these students, there is an interest and a need to attend a Ph.D. program, especially if their career goal is to be a faculty member in a professional program or at a University. The College of Graduate Studies has experienced significant growth in the area of master’s programs in the last 10 years, with a recent addition the Master in Athletic Training. There is substantial support through the College of Graduate Studies for a Ph.D. program in Health Sciences.

Societal demand

Within the health related fields, there is a recent emphasis on interprofessional education, collaboration and communication. The term interprofessional education is now included in many accreditation standards for healthcare fields such as Physical Therapy, Nursing and Dietetics. One of the main goals of this Ph.D. program is to admit students from a variety of disciplines and backgrounds to facilitate that interprofessional learning and experiences. We feel this is a contextually “richer” experience for adult learners who are currently working the health arena, or plan to teach in health-related professions. This experience will not only enhance their profile as a job applicant both for a position in education, but also for a position in healthcare as a practitioner.

As previously mentioned, there is a grave faculty shortage in many of the health professions, Physical Therapy, Nursing, Occupational Therapy to name a few. In these professions, typically a student is trained to be a clinician in that profession. There may have been some exposure to research during their education with faculty mentorship, but there is no concentration on becoming an independent researcher, or an educator. In this proposed program, the educator and clinical researcher foci are at the core of the

coursework. This should make the Ph.D. student a much stronger, more experienced viable candidate for faculty positions that emphasize a portion of teaching and a balance of teaching and scholarship. We have also created enough flexibility in the program, working in collaboration with many departments in the college, to allow a student to pursue a content area of expertise based on elective credit. For example, if a student identified geriatrics as an area of interest, then he/she can take some of the master's courses in the Department of Gerontology to build their content area of expertise.

This degree program will expand the student's employment opportunities. While in the program, they will be able to maintain their current employment status. Completion of the degree will allow them to apply for promotion opportunities where they currently are employed. Students will also be prepared to make job changes, especially to the area of academics and research, where there is a definite need.

Scope

There is a great need for well-prepared faculty in a number of Health Science fields. For example, Physical Therapists who also possess doctoral degrees in the discipline or related health areas are currently in short supply in the United States. From the 2015-2016 Commission on Accreditation of Physical Therapy Programs (CAPTE) Fact Sheet, there currently are 168 core faculty vacancies in allocated positions in existing DPT programs, 114 projected vacancies in allocated positions, and 30 institutions are developing new programs. The number of faculty vacancies is expected to grow through attrition, as current faculty are progressing toward retirement, with the average age of program directors at 59 years and program faculty 49 years. Similarly, Occupational Therapy faculty vacancies are 110, and 54% of Nursing schools report faculty vacancies. The field of Dietetics is moving to an entry-level master's degree by 2024, thus faculty with doctoral degrees are needed for teaching. In Respiratory Therapy, the current accreditation recommendation is for faculty to hold a master's degree, and in the Master of Respiratory Therapy programs, it is recommended that faculty hold a doctoral degree.

3. Access and Retention of Underrepresented Groups.

The recruitment and retention of underrepresented groups has been an important part of YSU's initiatives for admissions for undergraduate and graduate programs. According to the United States Census Bureau 2016 statistics, 82.5% of the population in the State of Ohio is white, and 13% is African American, 3.7% is Latino or Hispanic, 2.2% is Asian and 2.2% declare 2 races, and American Indian or Pacific Islander make up less than 1%. At YSU in Fall 2017, approximately 74.5% of the student enrollment was white, and 21.3% are underrepresented status. This demonstrated greater student racial diversity enrollment than the State census totals for the general population. In the health sciences departments with graduate programs at YSU, there is a significant amount of variability in racial diversity. In 2017 the departments with the largest percentage of underrepresented student enrollment was The Master in Public Health (50%), and the Master in Health and Human Services (40%) Both of these programs were relatively small in enrollment with 12 and 15 students respectively. The healthcare related graduate programs with the least racial diversity were the Doctor of Physical Therapy (3.3%) and the Master in Athletic Training (0%). The graduate programs in Nursing and Social Work have racial diversity of 20%.

In general, racial diversity is lacking in physical therapy and other healthcare professions. Regarding Physical Therapy, the CAPTE statistics report that approximately 23% of the PT students nationwide are from non-caucasian groups as of 2016-2017. The physical therapy program has always sought to be inclusive, and the status for underrepresented groups is a consideration in the ranking process. It is our intention to maintain that recruitment strategy for the Ph.D. program. We intend to specifically send marketing materials to physical therapy programs and healthcare undergraduate and graduate schools that are historically underrepresented groups who do not have the Ph.D. degree option available. The affordability of Youngstown State University, along with the design elements allowing each student to continue working in their chosen profession should assist in attracting candidates to this program from in and out of state.

4. Statewide Alternatives

Currently, the only Ph.D. in Rehabilitation Science in the State of Ohio is at The Ohio State University (OSU). The Ohio State University's program is designed for professionals with either the DPT or the Master in Occupational Therapy (MOT) to pursue their Ph.D. in preparation for academic careers. While OSU's program is both high quality and well respected across the nation, it is not currently serving the needs of health professions in Northeast Ohio. Not a single faculty member from any PT school in Northeast Ohio earned their Ph.D. at OSU. For this reason, we do not believe that an additional program in Health Sciences would necessarily compete with OSU's program and would more directly meet the needs of Northeast Ohio.

We feel it is very appropriate for this specific Ph.D. curriculum be offered through YSU. YSU's mission is to offer graduate programs that meet the needs of the region. As part of the four cornerstones, YSU is noted as an Urban Research University that simultaneously values quality teaching and student success in preparation for post-graduation performance. Hence the design of the Ph.D. curriculum to emphasize a teaching component and a research component is most appropriate for such a location. Additionally, YSU is very affordable, and the model is designed for student success, so students can be gainfully employed while participating in the Ph.D. program. YSU is also geographically positioned for access from a number of surrounding major cities, in which there are many major healthcare organizations, such as The Cleveland Clinic, University Hospital, and University of Pittsburgh Medical Center. Practitioners in these areas would have reasonable access to YSU courses within approximately 1 hour for traditional or hybrid courses, and several online courses makes this even more attractive to potential students.

5. External support

A strength of YSU is its community partnerships, and this is very true within the healthcare professions. From our college, there are many community connections to the major healthcare systems, Mercy Healthcare, Steward Health, regional locations of Cleveland Clinic and University of Pittsburgh Medical Center, as well. We have an ongoing relationship with the Northeastern College of Medicine (NEOMED) for interprofessional education experiences.

The Department of Physical Therapy already has established working relationships with several other research institutions including Cleveland State University, Walsh University,

Duke University, Texas Tech University and The University of Pittsburgh. These relationships provide opportunities for student research and some of the faculty can be external experts for dissertation committees.

At YSU there have been two initiatives related to health sciences that have been approved by the Board of Trustees and administration as Centers of Excellence. Through one, the Centofanti Center of Excellence, there is an interdisciplinary approach to management of clients that are seen in the Midlothian Free Health Clinic, a state recognized free health clinic in our community. This Center will provide many opportunities for student learning and research projects for the doctoral students. Additionally, the Free Clinic has received substantial grant funding through the state and other organizations that has led to the development of initiatives that the students can be involved in such as the program for diabetic education. As previously mentioned, the Center of Excellence awarded to Kinesiology and Sports Science will also provide research and grant writing opportunities for the doctoral students.

6. Financial Impact

Fiscal Statement for New Graduate Degree Programs

PhD Health Sciences

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY20	FY21	FY22	FY23	FY24
Projected Enrollment					
Total new head-count full time* (fall/spring unduplicated)	3	6	7	9	10
Total new head-count part time (fall/spring unduplicated)	-	1	4	8	10
Total full Time Equivalent (FTE) enrollment (HEI)	1.97	4.37	5.93	8.57	10.37
Projected Program Income					
Tuition (paid by student or sponsor)	35,500	80,400	111,500	164,100	202,600
Expected state subsidy	N/A	N/A	N/A	N/A	N/A
Externally funded stipends					
Other income (describe below) ¹	500	1,300	2,000	2,500	2,500
Total Projected Income	\$ 36,000	\$ 81,700	\$ 113,500	\$ 166,600	\$ 205,100
Program Expenses					
New Personnel					
New Faculty					
Full 1	\$ 93,100	\$ 95,000	\$ 96,900	\$ 98,800	\$ 100,800
Part Time 5 hours each year	6,300	6,300	6,300	6,300	6,300
Non-instruction (indicate role(s) in narrative section below)					
Full	-	-	-	-	-
Part time	-	-	-	-	-
New facilities/space renovation (if applicable, describe below)					
Tuition Scholarship Support (if applicable, describe below)	10,500	13,500	4,000	8,200	11,300
Stipend Support (Ph.D. Assistantship)	24,700	26,300	26,300	26,300	24,700
Additional library resources (if applicable, describe below)					
Additional technology or equipment (if applicable, describe below) ¹	300	800	1,300	1,600	1,600
Other expenses (describe below) ^{1,3}	200	500	700	900	900
(e.g. waived tuition and fees, travel, office supplies, accreditation costs)	2,000	2,000	2,000	2,000	2,000
Total Projected Additional Expense	\$ 137,100	\$ 144,400	\$ 137,500	\$ 144,100	\$ 147,600
Net Program Income or Expense without SSI considered	\$ (101,100)	\$ (62,700)	\$ (24,000)	\$ 22,500	\$ 57,500

Assumptions:

2% tuition increase annually after year one, which is 6%

2 new students each year Post Grad, 2 in dual (beginning yr 3), and one in B.S. to Ph.D.

Part time tuition is calculated at per hour rate

Two courses will be taught by part time faculty members each year

20% Out of state students (regional)

Fringes included for employees

SSI is not calculated or considered in fiscal impact statement due to potential decreasing allocation.

HEI FTE is total SCH/30

* Fulltime is 9 or greater hours Graduate

¹ Lab and Materials Fees and expenses (assessed on courses)

² Graduate Premier Scholarship (one per year for post-bac student)

³ Student and faculty travel

Appendix 1: Curriculum

Ph.D. In Health Sciences Curriculum Overview

The Ph.D. in Health Sciences contains core courses that prepare graduates to be faculty members and researchers, courses that relate to healthcare topics that are multidisciplinary, and required mentored classes in teaching and graduate research. There are also course electives available for 3 or more s.h.

For Post Graduate Degree:

Core Courses:

Semester hours:

PHYT 8921 Evidence Based Practice	1
PHYT 8922 Epidemiology in Health Sciences	3
PHYT 8940 Interdisciplinary Healthcare Delivery	3
PHYT 8941 Psychosocial and Cultural Aspects of Healthcare	3
PHYT 8942 Mental and Behavioral Aspects of Health Science	3
TCED 6922 Principles of Instruction	3
TCED 6934 Assessment and Accountability	3
TCED 6936 Curriculum, Assessment and Instruction	3
CJFS 6945 Research Methods in Health and Human Services	3
CJFS 6940 Statistical Techniques in Health and Human Services	3
PHYT 8970 Scientific Writing	3
PHYT 8990 Graduate Research	Min. 6-9
PHYT 8962 Mentored Instruction	3
PHYT 8985 Concentration Course Electives	Min. 3
PHYT 8995 Dissertation	Min. 18
Total s.h.	61-64

Candidates that enroll in the Dual DPT/Ph.D. will take an additional 42 credit hours over their 112 in the entry-level DPT for a total of 154 credits. Their additional core courses will include:

Core Courses:

Semester hours:

TCED 6922 Principles of Instruction	3 (taken during DPT)
TCED 6934 Assessment and Accountability	3
TCED 6936 Curriculum, Assessment and Instruction	3
CJFS 6945 Research Methods in Health and Human Services	3
CJFS 6940 Statistical Techniques in Health and Human Services	3
PHYT 8970 Scientific Writing	3
PHYT 8990 Graduate Research	Min. 6-9 s.h. (3 taken during DPT)
PHYT 8962 Mentored Instruction	3
PHYT 8985 Concentration Course Electives	Min. 3
PHYT 8995 Dissertation	Min. 18
Total s.h.	42 (6 taken during DPT)

Candidates that enroll with a bachelor's degree will complete all core courses (64 s.h.) and an additional 28 s.h. as approved by the Program Director. These courses can be an individualized plan using existing master's courses in the College of Health and Human Services, the Gerontology program, other master's courses, or Concentration Course Electives in the Ph.D. program.

The following grids are examples of possible curricular maps for students entering with a graduate degree (i.e. MPT or DPT), the dual degree option (DPT/Ph.D.) from a bachelor's degree, and the Ph.D. only from an entry-level bachelor's degree in PT.

PhD Post Graduate Degree

	Summer		Fall		Spring	
	Course	Credit	Course	Credit	Course	Credit
Year 1	PHYT 8921 Evidence Based Practice	1	TCED 6922 Principles of instruction	3	TCED 6934 Assessment & Accountability	3
			PHYT 8922 Epidemiology in Health Sciences	3	CJFS 6945 Research Methods in Health and Human Services	3
			PHYT 8940 Interdisciplinary Healthcare Delivery	3	PHYT 8941 Psychosocial & Cultural Aspects of Healthcare	3
	Total	1	Total	9	Total	9
Year 2	PHYT 8942 Mental and Behavioral Aspects of Health Sciences	3	TCED 6936 Curriculum, Assessment, & Instruction	3	PHYT 8962 Mentored Instruction	3
	PHYT 8990 Graduate Research	3	CJFS 6940 Statistical Techniques in Health and Human Services	3	PHYT 8970 Scientific Writing	3
			PHYT 8985 Concentration Course Elective	3	PHYT 8990 Graduate Research	3
	Total	6	Total	9	Total	9
Year 3	Comps		PHYT 8990 Graduate Research (elective)	3	PHYT 8995 Dissertation	4
	Total	0	Total	3	Total	4
Year 4	PHYT 8995 Dissertation	4	PHYT 8995 Dissertation	5	PHYT 8995 Dissertation	5
	Total	4	Total	5	Total	5
Total Program Credits						64

Dual DPT/PhD Curriculum

	Summer		Fall		Spring	
	Course	Credit	Course	Credit	Course	Credit
Year 1	PHYT 8868 Gross Anatomy I and Lab	4	PHYT 8969 Gross Anatomy II and Lab	4	PHYT 8901 Clinical Decision Making I	6
	PHYT 8933 Clinical Foundation Skills I	3	PHYT 8800 Pathology (Image&pharm:intro)	5	PHYT 8902 Functional Anatomy	3
	PHYT 8921 Evidence Based Practice	1	PHYT 8924 Histology	1	PHYT 8941 Psychosocial & Cultural Aspects of Healthcare	3
			PHYT 8922 Epidemiology in Health Sciences	3	PHYT 8925 Applied Neuroscience	4
		PHYT 8934 Clinical Foundation Skills II	2			
	Total	8	Total	15	Total	16
Year 2	PHYT 8904 Integrated Clinical Education Exp. (4 wks)	6	PHYT 8905 Clinical Decision Making II	6	PHYT 8909 Clinical Decision Making III	6
	PHYT 8923 Community Applications	3	CJFS 6940 Statistical Techniques in Health and Human Services	3	PHYT 8929 Clinical Decision Making III: Adv. Cases	3
	PHYT 8942 Mental & Behavioral Aspects of Healthcare	3	PHYT 8907 Special Topics – Pediatrics	3	PHYT 8913 Management & Leadership in PT	2
			PHYT 8940 Interdisciplinary Healthcare Delivery	3	PHYT 8911 Special Topics – Geriatrics	2
					CJFS 6945 Research Methods in Health and Human Services	3
	Total	12	Total	15	Total	16
Year 3	PHYT 8914 Clinical Education II (6 wks)	4	PHYT 8945 Clinical Decision Making IV: Part II	3	PHYT 8920 Clinical Education IV (15 wks)	12
	PHYT 8944 Clinical Decision Making IV: Part I (6 wks)	3	PHYT 8918 Professional Issues	2	TCED 6922 Principles of instruction	3
	PHYT 8990 Graduate Research	3	PHYT 8919 Clinical Education III (9 wks)	6		
	Total	10	Total	11	Total	15
				Total DPT Credits	112	
Year 4	PHYT 8990 Graduate Research	3	TCED 6934 Assessment & Accountability	3	PHYT 8962 Mentored Instruction	3
			PHYT 8985 Concentration Course Elective	3	TCED 6936 Curriculum, Assessment, & Instruction	3
					PHYT 8970 Scientific Writing	3
	Total	3	Total	6	Total	9
Year 5	PHYT 8995 Dissertation	6	PHYT 8995 Dissertation	6	PHYT 8995 Dissertation	6
	Total	6	Total	6	Total	6
				Total Program Credits	42	
				DPT/PhD-Total Credits	154	

PhD post Bachelor's (PT example)

	Summer		Fall		Spring	
	Course	Credit	Course	Credit	Course	Credit
Year 1	PHYT 8921 Evidence Based Practice	1	PHYT 8800 Pathology	4	PHYT8913 Management & Leadership	3
			PHYT 8926 Imaging & Lifespan Pathology	2	PHYT 8941 Psychosocial Aspects of Healthcare	3
			PHYT 8940 Interdisciplinary Healthcare Delivery	3	PHYT 8916 Research in PT	3
	Total	1	Total	9	Total	9
Year 2	PHYT 8942 Mental & Behavioral Aspects of Healthcare	3	TCED 6922 Principles of instruction	3	TCED 6934 Assessment & Accountability	3
			PHYT 8980 Concentration Course Elective	3	CJFS 6945 Research Methods in Health and Human Services	3
			PHYT 8922 Epidemiology in Health Sciences	3	PHYT 8990 Graduate Research	3
	Total	3	Total	9	Total	9
Year 3	PHYT 8923 Community Applications	3	TCED 6936 Curriculum, Assessment, & Instruction	3	PHYT 8962 Mentored Instruction	3
			CJFS 6940 Statistical Techniques in Health and Human Services or MATH 6949	3	MATH 6949 Design Analysis Experiments	3
			PHYT 8980 Concentration Course Elective	3	PHYT 8990 Graduate Research	3
	Total	3	Total	9	Total	9
Year 4			PHYT 8990 Graduate Research	3	PHYT 8990 Graduate Research	3
			PHYT 8970 Scientific Writing	3	PHYT 8962 Mentored Instruction	3
			PHYT 8980 Concentration Course Elective	3		
	Total	0	Total	9	Total	6
Year 5			PHYT 8995 Dissertation	9	PHYT 8995 Dissertation	9
	Total	0	Total	9	Total	9
Total Program Credits						94

Appendix 2: Course Syllabi

PHYTH 8921

EVIDENCE BASED PRACTICE IN HEALTH SCIENCES

SUMMER SEMESTER 20XX

Semester Hours: 1 s.h.

Prerequisite: Admission to DPT Program

Instructor: Ken Learman, PhD, PT
Phone: (330) 941-7125
e-mail: klearman@ysu.edu

Office Hours:TBD

Lecture Schedule: TBD

Texts: Fetters L, Tilson J. Evidence based physical therapy. 2012.
F.A. Davis.

Course Description: This course will help the student develop skills needed to formulate and answer clinical questions including: use of technology to obtain information, evaluation and application of the information for decision making needed to answer questions. Examine the application of current literature to clinical decision-making. Emphasis on written research communication methods: scientific writing, documentation and literature reviews.

Course Objectives: Upon completion of the course, the student will be able to:

1. Define evidence base practice (EBP) and it's connection to the ICF model for appropriate communication and translation of research.
2. Understand the hierarchy of EBP and how it impacts decision making in clinical practice.
3. Demonstrate the ability to create an appropriate clinical research question.
4. Identify appropriate evidence from online databases and apply this evidence to a specific clinical question.
5. Understand the concepts of internal and external validity and what factors contribute to threats to validity.
6. Evaluate the validity of research studies found by critiquing the study's design, measurement methods, statistical analysis, interpretation, and generalizations.
7. Evaluate the quality of literature obtained using a hierarchy classification framework for evidence.

FALL SEMESTER 20XX**Semester Hours:** 3 s.h.**Prerequisite:** Admission to DPT OR PhD Program**Instructor:** Ken Learman, PhD, PT
Phone: (330) 941-7125
e-mail: klearman@ysu.edu**Office Hours:** TBD**Lecture Schedule:** TBD**Texts:** Portney LG, Watkins MP. Foundations of clinical research: applications to practice. 3rd ed. F.A. Davis. 2015.Friis RH, Sellers TA. Epidemiology for public health practice. 5th ed. Jones & Bartlett 2013.

Selected article readings for critiques and redesign projects.

Course Description: PHYT 8941 will establish the historical foundation for clinical epidemiology and how the discipline has helped to shape modern health care and healthcare research. The course will discuss various research designs and appropriate statistics germane to epidemiology. Common measures of effect will be discussed with appropriate interpretation of these effects. The student will be expected to implement their knowledge of the subject by designing or redesigning a study specific to epidemiological principles within their area of interest.

Course Objectives: Upon completion of the course, the student will be able to:

1. Explain the purpose of epidemiology and how and why it is important to Health Science fields
2. Understand and appreciate the advantages and disadvantages of each research design type employed in epidemiology.
3. Understand and apply appropriate statistics related to the various research design types.
4. Describe and interpret specific statistics related to epidemiology such as odds ratios, relative risk, absolute risk, attributable risk, etc.
5. Discuss the impact of confounding, mediating, moderating variables, sampling variability and information bias in epidemiology studies.
6. Apply principles from this course through the redesign of a current epidemiology study to include hypotheses, methodology, and statistical analyses.
7. Examine data from the health sciences and design an epidemiological study based on the available data.

PHYTH 8940**INTERDISCIPLINARY HEALTH CARE DELIVERY****Fall Semester (Year 2)**

Semester Hours: 3 s.h. (Lecture/Discussion)
Prerequisite: Admission to DPT Program / PhD program
Instructor: Jim Benedict, PhD, PT

Lecture Schedule: TBD

Text:

Course Description: Foundational knowledge and skills necessary for legal and ethical practice of pertinent healthcare disciplines (Physical, Occupational, and Speech Therapy, Dietetics, etc.). Emphasis is on legal principles and concepts; contract, business, and educational law; licensure and state practice acts. Emphasis is placed on ethical theory and ethical decision making approaches; and professional code of ethics. Global study of the delivery of healthcare in a broad spectrum view is provided. Emphasis is on the societal, economic, legal/ethical and cultural factors that influence healthcare. Multidisciplinary views of healthcare are considered.

Course Objectives: Upon completion of the course, the student will be able to:

- Describe the similarities and differences between laws and ethics in healthcare
- Compare how the law and ethics intertwine in patient care
- Examine ethics, its importance, and its application to ethical dilemmas
- Examine the development and sources of law
- Compare state practice acts across different medical professions
- Contrast legal principles and guiding concepts in contract law.
- Compare contract, business, and educational law to healthcare practice.
- Analyze common legal and ethical decisions in clinical practice, such as informed consent, supervision of support personnel, and referral relationships.
- Describe common rationale used in deciding ethical dilemmas.
- Analyze the structure and function of the U.S. health care delivery system, the continuum of care, and setting-specific issues and policies.
- Compare historical healthcare events in the U.S. and their impact on current health care services.
- Synthesize current literature on the economic, political, and social influences on current health care policy and the dynamics for policy change.
- Compare the roles and responsibilities of the health care team (emphasizing the client), inter-professional communication, and professional influences on policy and society.
- Assess the availability of health services to meet the varied needs of a diverse population and the resulting cost, access, and quality for subgroups.
- Determine the quality standards for health care professionals and services and the mechanisms for addressing errors and poor performance.

- Examine consumer beliefs about healthcare and describe the influence of cultural/political beliefs on the utilization of services.
- Compare and contrast US healthcare to systems in other industrialized countries with attention to successful practices in the other delivery systems.
- Assess the advantages and disadvantages of technological advances and future directions.
- Evaluate key resources for consumers seeking health information, specialized services, alternatives for evaluation and treatment, and input for change.
- Formulate a future direction for national health care policy and services.

PHYT 8941 PSYCHOSOCIAL and CULTURAL ASPECTS OF HEALTHCARE
Spring Semester (year 1)

Semester Hours: 3 s.h. (lecture/discussion)
Prerequisite: Admission to the DPT program/ PhD program
Instructors: Weiqing Ge
Phone: 330-941-2702
Email: wge@ysu.edu

Mike Heilman, PhD
Phone: 330-637-8668
Email: mheilman@psycare.com

Lecture Schedule: TBA

TEXT:

Course Description: Investigation into the psychosocial and cultural issues related to a variety of common clinical pathologies. The dynamic impact of the interaction between the patient/client and persons involved in their healthcare, professionals and caregivers will be considered. Topics of interest include mental, physical, behavioral, and cultural issues across the lifespan. Cultural theory and its applications to clinical interactions will be examined and integrated. Topics include cultural assumptions and patterns of health-related activity related to: disability, socioeconomic status, age, gender, ethnicity/race, sexual orientation, and religion.

Course Objectives: Upon completion of the course, the student will be able to:

1. Identify psychosocial health needs of healthcare clients
2. Propose plan to address psychosocial health needs of healthcare clients
3. Identify psychosocial health services for clients
4. Discuss psychosocial aspects of self-management of diseases and symptoms
5. Explain mechanisms for coordinating psychosocial and biomedical care
6. Discuss psychosocial intervention in healthcare clients
7. Explain cultural theory, models, and assessment tools.
8. Recognize the need for a patient-centered approach to delivery of culturally competent healthcare services.
9. Discuss health disparities in health status, healthcare quality, and healthcare services.
10. Value effective communication between the patient and healthcare provider as a fundamental for delivery of culturally competent care.
11. Determine and analyze cultural aspects of disability, socioeconomic status, gender, age, ethnicity/race, sexual orientation, and religion; impact of these aspects for clinical decision making; and implications for future practice.
12. Describe barriers to health care services in diverse populations and how this can adversely affect the patients, family, friend, oneself, colleagues, and society.

13. Synthesize cultural theory and clinical considerations to design an effective teaching-learning experience for a particular client population.
14. Demonstrate communication strategies for working with diverse populations, including the sign language alphabet, introductory nonverbal cueing, written instructions, and age-appropriate terminology.
15. Discuss healthcare services and cultural competence and psychosocial interventions in the global community.
16. Propose a healthcare service for prevention, health promotion, fitness, and wellness to a culturally diverse individual, group, and/or community.

PHYT 8942 MENTAL AND BEHAVIORAL ASPECTS OF HEALTHCARE
Summer Semester (year 2)

Semester Hours: 3 s.h. (lecture/discussion)
Prerequisite: Admission to the DPT program/ PhD program
Instructors: TBA

Lecture Schedule: TBA

TEXT:

Course Description: This course will allow the student to develop an understanding of the various aspects of mental health that can impact health and wellness both positively and negatively. Mental and behavioral health issues from the DSM IV categories as well as personal factors of belief and behavior will be discussed. The student will develop an understanding of therapeutic approaches as interventions for mental health issues that can maximize health related outcomes. This course will cover behavioral topics related to health and wellness such as cognitive behavioral therapy, mind body approaches, and motivation and adherence.

Course Objectives: Upon completion of the course, the student will be able to:

1. Describe how personal mental and behavioral factors, both positive and negative, impact health related outcomes as identified and emphasized in the ICF model.
2. Develop an understanding of how an individual's belief system alters the neuroimmune system thereby impacting the individual's ability to deal with injury and disease.
3. Develop and implement strategies for screening patients/clients for potential risk from mental and behavioral factors.
4. Develop and implement specific strategies to emphasize positive beliefs to improve health related outcomes.
5. Understand components of therapeutic interventions that can positively impact mental and behavioral health issues.

PHYT 8962 MENTORED INSTRUCTION
Any Semester (year 2)

Semester Hours: 3 s.h. (lecture/lab teaching experience)

Prerequisite: Admission to the DPT program/ PhD program

Instructors:

Lecture Schedule: TBA

TEXT:

Course Description: Course is taken on an individual basis with an assigned faculty member during which the student assists in all teaching aspects of the undergraduate or entry-level course selected by the student. Individualized mentoring in the teaching-learning process is the focus of the course. Student will assist in course planning, syllabi construction, student facilitation, and student assessment.

Course Objectives: By the completion of this course students will be able to:

1. Design and describe a content area for a course.
2. Implement adult teaching strategies for student learning.
3. Determine the best measures for assessment in the class and perform the assessments.
4. Develop and initiate a “new teaching strategy” for a class.

PHYT 8970 SCIENTIFIC WRITING IN HEALTH SCIENCES

FALL SEMESTER 20XX

Semester Hours: 3 s.h.

Prerequisite: Admission PhD Program

Instructor: _____, PhD
Phone: (330) 941-
e-mail: _____@ysu.edu

Office Hours:TBD

Lecture Schedule: TBD

Texts: The Elements of Style. Strunk & White. 4th ed. Pearson

Course Description: PHYT 8970 will address four major areas of written communication for the scientific process: institutional review board, grant writing, thesis/dissertation, and writing for manuscript submission. This course will engage the student in the activity of writing clear and concise documents that are readable to large diverse audiences while remaining technically proficient. The course will address common pitfalls to written communication and will culminate in a project that is peer reviewed.

Course Objectives: Upon completion of the course, the student will be able to:

1. Discuss common pitfalls to scientific writing and outline strategies to combat those pitfalls in IRB, dissertations, grant submissions, and manuscripts for publication.
2. Critique documents being prepared for submission to an IRB, a thesis/dissertation committee, a grant review committee or an editorial review board.
3. Critique an abstract that is being prepared for submission to peer-review processes.
4. Format a written strategy for taking the dissertation project from conception to completion.

PHYT 8985 Mind - Body Interventions in Healthcare
Any Semester (year 2) Elective

Semester Hours: 3 s.h. (lecture/lab)

Prerequisite: Admission to the DPT program/ PhD program

Instructors:

Lecture Schedule: TBA

TEXT:

Course Description:

A detailed look at mind-body medicine approaches to illness and disease. Students will experience the principles of the interventions through lab experiences, and learn the theory proposed for their effectiveness. Topics will include “healthy yoga, meditation, deep breathing incorporated into movement, and other sensory interventions.

Course Objectives: By the completion of this course students will be able to:

1. Describe and apply a variety of mind body techniques
2. Offer rationale for the use of these interventions.
3. Propose ways to determine the effectiveness of the interventions.
4. Examine the sustainability of the approach for that person.

PHYT 8986 Orthopedic Manual Therapy
Any Semester (year 2) Elective

Semester Hours: 3 s.h. (lecture/lab)

Prerequisite: Admission to the DPT program/ PhD program

Instructors:

Lecture Schedule: TBA

TEXT:

Course Description:

This course will explore the use of orthopedic manual therapy (OMT) in the treatment of musculoskeletal and neuromuscular pathology. This course will provide advanced clinical reasoning and psychomotor skills in the application of multiple forms of OMT and will relate these skills to clinical practice guidelines and the ICF model.

Course Objectives: By the completion of this course students will be able to:

1. Understand the major risk factors and the ability to clinical identify them between sinister pathology and typical musculoskeletal presentations in a direct access setting.
2. To be able to perform differential diagnostic tests in order to rule out those sinister pathologies within the Physical Therapy scope of practice for the axial region.
3. Understand a few of the challenges to employing EBP in the treatment of musculoskeletal pathology including diagnostic accuracy and level of evidence paradigms in the axial regions.
4. Understand the indications and contraindication for the use of manual therapy in the clinical setting how these can be addressed in a patient centered care model through informed consent.
5. Provide rationale and demonstrate select mobilization/manipulation techniques to address joint dysfunction in the cervical, thoracic, lumbopelvic regions
6. Provide rationale and demonstrate select soft tissue mobilization techniques for the cervical, thoracic and lumbopelvic regions.

PHYTH 8990 GRADUATE RESEARCH IN HEALTH SCIENCES

ANY SEMESTER (year2-3)

Semester Hours: 1-6 s.h.

Prerequisite: Admission to PHD Program and by approval of faculty advisor

Instructor: _____, PhD
Phone: (330) 941-
e-mail: _____@ysu.edu

Office Hours:TBD

Course Schedule: TBD

Course Information:

1. This course will require approval of the student's faculty advisor.
2. The course may be repeated for up to 15 s.h. counting toward the 90 s.h. requirement of the Ph.D. in Health Sciences.

Course Description: PHYT 8990 is a graduate research experience that will allow the student the opportunity to contribute to research that is directed by an individual faculty mentor and refine their thinking on research design and implementation. This course will facilitate the student's formulation of a potential dissertation topic.

Course Objectives: Upon completion of the course, the student will be able to:

1. Implement research design characteristics that were learned in the research design and statistics courses within the curriculum.
2. Analyze data collected and appraise its impact on relevant literature
3. Identify a dissertation topic and begin to refine the methodology that will be used to carry out the dissertation project.

Course Content:

At the beginning of the term, the student and faculty mentor will meet and determine the goals for the semester. These mutually defined research goals will be written down in a learning contract that will also include the assessment plan for attainment of the goals and objectives of this course. The faculty mentor will formally assess progress toward project completion twice during the semester. These assessments will ensure that the goals and objectives of the course are being met in a timely manner. The completed project will be presented to the department faculty. In the case where the research accomplishments are the final proposed dissertation as it will be performed, the formal oral defense may be the final project.

ANY SEMESTER (Year 3-4)

Semester Hours: 1-9 s.h.

Prerequisite: Completion of Doctoral Comprehensive Examination

Instructor: _____, Dissertation Advisor

Phone: (330) 941-

e-mail: _____@ysu.edu

Course Information:

1. This course will require approval of the student's faculty advisor.
2. The course may be repeated for up to 21 s.h. counting toward the 90 s.h. requirement of the Ph.D. in Health Sciences.

Course Description: PHYT 8995 is the culminating research experience of the Ph.D. program in Health Sciences. The student is expected to design, propose, conduct, analyze, report and defend a topic that is germane to their area of interest and expertise. This project should be meaningful and contribute to the body of literature in their profession.

Course Objectives: Upon completion of the course, the student will be able to:

1. Thoroughly and accurately describe their research project in detail and report the results of the project.
2. Analyze the data with appropriate methods.
3. Integrate their research findings into the existing body of literature in a meaningful way
4. Resolve differences in their findings with the existing body of literature to demonstrate mastery of the content area.
5. During semesters where the dissertation is not completed, report meaningful progress toward dissertation completion as agreed upon by the dissertation committee.

Course Content: PHYT 8995 will be comprised of execution of the culminating doctoral research project. This project requires the student to have theoretical mastery of the foundational knowledge of the topic area. Acceptable research projects should be novel research questions or acceptable replication studies as determined by the dissertation committee. Further details regarding the requirements of dissertation can be found in the Electronic Dissertation Handbook.

Course Evaluation: There will be two primary forms of evaluation in this course. There will be the assessment of mastery of the dissertation content through a formal oral defense. This defense will include but not be limited to the entire dissertation committee and other potential institutional and non-institutional guests. The written dissertation is the detailed culmination for the research project and will be examined for thoroughness and quality by the dissertation committee. The document should be written clearly, concisely and should make the case that the project aims were accomplished. During semesters where the dissertation was not completed, evaluation will be performed by the dissertation advisor as substantial contribution toward completion of the dissertation project.

TCED 6922
Principles of Instruction

Course Instructor:	Dr. Terri Duncko	Phone: 330-941-1320
Meeting Times:	Asynchronous	Office: Beeghly Hall, 2401
Office:	2401 Beeghly Hall	Email: tduncko@ysu.edu
Office Hrs.:	Monday, 4:00-5:00	

Course Texts:

Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Free Spirit Publishing. **ISBN-13:** 978-1575423241

Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction + Understanding by Design*. Alexandria, VA: ASCD. **ISBN-13:** 978-1416602842

IDA. (2008). *Just the facts: Definition of dyslexia, Dyslexia basics, Understanding dyslexia, Multisensory structured language teaching*. <http://www.interdys.org/FactSheets.htm>

Course Description: Differentiated instruction is a teaching philosophy that provides consideration for all students, rather than promoting the traditional 'one size fits all' teaching model. Students will explore the research, determine effective instructional practices and develop teaching materials and activities with regard to content, process and assessment. This instructional framework is designed to meet the needs of diverse student abilities, ensuring that all students can learn.

Knowledge Base Rationale: Classrooms today are becoming increasingly diverse. Teachers are determined to meet students where they are as learners and develop appropriate research-based instructional strategies that challenge all students through a variety of delivery methods based on learning style and Bloom's Taxonomy. Rethinking the traditional classroom, it is important that teachers examine and reflect on their own teaching and move toward creating a learning environment that favors all students.

Course Learning Objectives: The purpose of this course is to provide for teachers a foundation, a knowledge-base and effective strategies designed to meet the growing diversity of classroom populations.

The objectives of this course are to:

- Acquire an understanding of differentiated instruction and implications for classroom practice
- Evaluate research of differentiated instruction
- Analyze data to inform instruction
- Determine effective models of differentiated instruction
- Incorporate the principles of Understanding by Design
- Differentiate instruction based on Process, Content and/or Product
- Teach and assess for understanding

Course Content:

- What really matters in teaching and learning?

- Considering evidence of learning in diverse classrooms
- Develop student learning profiles
- Responsive teaching with Understanding by Design in academically diverse classrooms
- Applying practical grading and assessment strategies
- Providing leadership for school-wide action plan
- Designing a differentiated unit for a diverse population

Department of Teacher Education
TCED 6934:
Assessment & Accountability (in Education)

Catalog Description: *TCED 6934 Assessment & Accountability*—In-depth study of mandates, policies, procedures, metrics, and consequences of pupil, teacher, & institutional assessment/evaluation models including formative & summative aspects. 3SH

Prerequisite: Admission to School of Graduate Studies

Instructor: **Marcia Matanin, Ph.D.**
Office: BCOE 2405
Phone: 330-941-3251
Office TBA
Hours:
Email: mjmatanin@ysu.edu

Course Overview: The course will engage the teachers in understanding and use of key concepts, principles, and ideas related to tradition, authentic, and performance-based assessment as it relates to student learning in the classroom. The course will also touch on teacher evaluation (RESA, OTES). Teachers will have an opportunity to analyze the standardized test performance of their students, value-added data, and various demographics to understand relationship to student performance. Relations across assessment, curriculum, instruction, and standardized test performance will focus on forces and factors facilitating or impeding improvement of student learning/achievement. The course will explore current accountability models, systems, and strategies at the national, state, and local levels and the ways in which standards are set at each level. Methods that are used to align standards and assessments will also be examined.

Grading and Assessment:

- 50 points midterm exam
- 100 points final take-home exam
- 200 points action research assessment project

Course objectives:

1. Demonstrate understanding of the principles and practices of achievement assessment that contribute to more effective classroom instruction and improved student learning
2. Demonstrate understanding of various types of assessment from traditional to authentic performance-based assessment including strengths and limitations of each
3. Demonstrate understanding of accountability systems and how they work
4. Demonstrate understanding of how value-added and growth models work in the context of accountability systems and their limitations
5. Demonstrate understanding of the alignment of standards, objectives, assessment, and instruction

6. Demonstrate understanding of data collection procedures and data analysis
7. Demonstrate understanding of using data analysis for program accountability
8. Demonstrate understanding of how to use data to affect future instruction

Textbooks:

Waugh, C. Keith and Gronlund, Norman E. (2013). *Assessment of Student Achievement, tenth Edition*. Pearson.

Chappuis, Jan, Stiggins, Rick, Chappuis, Steve, and Arter, Judith. (2012). *Classroom Assessment for Student Learning*. Pearson

TCED 6936
Curriculum, Assessment, and Instruction to Improve Learning

Course Instructor: Dr. Marge Wuthrick
Office: 2416 Beeghly Hall
Phone: office: 330-941-3251
Home: 330-537-2057
Cell: 330-853-5636
Email: mwuthrick@ysu.edu

Course Text(s): required reading

Dick, W., Carey, L., & Carey, J. (2015). *The Systematic Design of Instruction* (8th ed). New York, NY: Pearson.

Carr-Chellman, A. (2016). *Instructional Design for Teachers: Improving Classroom Practice* (2nd ed.). New York, NY: Taylor & Francis.

Additional resources:

Orlich, D., Harder, R., Callahan, R., Trevisan, M., Brown, A., and Miller, D. (2013). *Teaching Strategies: A Guide to Effective Instruction* (10th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Jackson, A. W., Davis, G. A., Abeel, M., & Bordonaro, A. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. Williston, VT: Teachers College Press

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Upper Saddle River, NJ: Prentice Hall.

Course Description: This course will focus on the instructional design process suitable for any educational level, approached from a practical perspective. The emphasis will be on a curriculum plan using the instructional design process to include: content, learning objectives, instructional strategies, and measurement of student achievement. Practical application through final course project.

Knowledge Base Rationale: The United States is moving toward a global, information-based economy with an increasingly diverse workforce. P-12 learners are going to be required to master knowledge and skills to succeed in work and life in the 21st century. Teachers must design and implement sound instruction that will lead to appropriate learning for all of their students. The process cannot be haphazard, but must be designed to provide a series of structured lessons and experiences that lead to measurable student achievement.

Course Learning Objectives: The major purpose of this course is to familiarize teachers with the nature of instruction design, application of instructional design principles, and the use of instructional design methodology to design and evaluate instructional materials. Teachers must be able to plan, develop, evaluate, and manage the instructional design process effectively so it will ensure mastery of material by students.

The objectives of this course are to:

- Acquire an understanding of instructional design models and system
- Analyze theories related to learning and instructional strategies, and how they relate to instructional design
- Analyze the context of the learners and the environment
- Use pre-assessment to determine needs
- Analyze the content and categorize according to Bloom's Taxonomy
- Write effective, measurable learning objectives
- Design related formative and summative assessments based on learner outcomes
- Critically evaluate previously designed assessments
- Analyze various instructional strategies designed for various types of content and learning
- Analyze student learning styles
- Map instructional strategies to the learning outcomes
- Individualize instruction for all learners
- Use formative and summative assessment to revise content/instruction

CJFS 6940: STATISTICAL TECHNIQUES IN HEALTH & HUMAN SERVICES

Contact Information [UPDATE FOR NEW SEMESTER]

Richard Lee Rogers, Instructor

Cushwa Hall 2161 (2175)

Phone: 330-941-3543

E-mail: rlr Rogers02@ysu.edu (preferred communication)

Office Hours [UPDATE FOR NEW SEMESTER]

Monday, 7:00-8:00 p.m.

Tuesday and Thursday, 2:00-4:00 p.m.

Wednesday, 4:30-7:30 p.m. except first Wednesday of the month—By appointment only.

COURSE OVERVIEW

CATALOG description

A consideration of the courses of statistical information in the human resource systems and the limits of such data, with primary emphasis upon multivariate statistics and their application to the field.

COURSE LEARNING OBJECTIVES (CLOs)

During this course, the student will do the following:

- Explore the application of the commonly used statistical techniques in criminal justice research.
- Demonstrate proficiency in multivariate analysis using menu-driven statistical software at the level of regression analysis or higher.
- Prepare a summary of research results using APA style to demonstrate the ability to use standards for professional research writing.

PREREQUISITES

CJFS 3710 and CJFS 3712 or their equivalents. Alternatively, permission from graduate advisor.

COURSE MATERIALS

Required Text

Field, Andy. 2013. *Discovering Statistics Using IBM SPSS Statistics*, Fourth edition. Sage Publications. . ISBN 978-1-4462-4917-8 (hardback); 978-1-4462-4918-5 (paperback); 978-1-4462-7458-3 (electronic).

Syllabus CJFS 6945 Research Methods in Health & Human Services
1/11/2016, HO1

Spring Semester 2016

(HO=Handout)

Instructor: John M. Hazy, PhD
Email: JMHazy@ysu.edu
Class location: web (BlackBoard course)
appointment
Class time: Not applicable

CRN/catalog #: 27718/CJFS 6945 (3 credit hours)
Office location: Room 2167 Cushwa Hall
Office hours: MWF 9-10am, Tuesday 9-11am, and by
Phone #: 330-941-1789 or Dept of CJFS 330-941-3279

Course Description and Learning Objectives: Taken from the YSU Graduate Bulletin (page 207), Research Methods in Health and Human Services is a course that covers “an analysis of the design and execution of both quantitative and qualitative research in the human services, and the development of research designs most useful to human services research problems”. The three Learning Objectives pursued in this course are: 1) explain several research methods and their context; 2) apply research methodology knowledge to criminal justice issues; and 3) analyze and assess research methods involved with the generation of criminal justice knowledge. In doing all three, students will develop an expanded grasp of the relevance and importance of research methods.

Requisites: 1) access to and use of the web; 2) ability to read, write, and communicate effectively; 3) willingness to learn which includes quality study time, anywhere from 12-15 or more hours a week; and 4) Ronet Bachman and Russell K. Schutt, 2013, The Practice of Research in Criminology and Criminal Justice, 5th edition, Washington, DC: Sage (student study site, free, <http://www.sagepub.com/bachmanprccj5e/study>).

Format and Responsibilities: Students are to read the assigned course material, check email, visit the course website in BlackBoard, ask questions, and communicate about issues relevant to research methods. In addition, students are to:

- 1) complete 10 sets of Points of Interest (POI)-see HO2;
- 2) complete five Critical Reviews (CR)-see HO3;
- 3) complete five Discussion sessions (D)-see HO4;
- 4) assess research periodically;
- 5) utilize various internet/library/data resources; and
- 6) perform other assignments as specified by the instructor throughout the semester (i.e. perform literature reviews, write annotated bibliographies, survey/observe people/contexts, and produce an individual Research Proposal (iProposal), see HO5-part1 and HO6-part2).

Grades and Response Time: Grades are based on performance of the above *Format & Responsibilities* and Final-see HO7. These activities tap into the student’s communication abilities, initiative, and imagination. All work turned in after the specified deadline results in a 25% deduction in grade for each day it is late. The instructor will grade assignments within 2-3 days of their respective due dates. *The grading scale* and the worth of the various components of the student's grade are:

<u>Points (700)</u>	<u>Grading Scale</u>	<u>Grade Components</u>	<u>Maximum</u>
A	90% to 100% (exceptional work)	POI (10 at 10 points each)	100
B	80% to 89% (good work)	CR (5 at 20 points each)	100
C	70% to 79% (average work)	Discussion Sessions (5 at 20 points each)	100
D	60% to 69% (fair work)	iProposal (part1=100 and part2=200)	300
F	Below 60% (poor work)	Final (see HO7)	100

Note 1, Make-up Work: Make-up work is given only when a student obtains permission from the instructor prior to the respective due dates and/or sufficient documentation of serious illness or emergency is provided. Make-ups are different from original assignments. If a make-up is necessary it is the student's responsibility to make arrangements to do the make-up in a timely fashion.

Appendix 3: Faculty Curricula Vitae

Kenneth E. Learman
Professor, Department of Physical Therapy
Youngstown State University
Youngstown, OH 44555
(330) 941-7125
klearman@ysu.edu

Education:

University of Pittsburgh,
Pittsburgh Pennsylvania
August 2003 – August 2007
Rehabilitation Science
Ph.D. Sports Medicine

Penn State University,
Sharon, Pennsylvania
August 1991 – December 1992
M.Ed., Health Education

State University of New York at
Buffalo, New York
January 1985 – May 1989
B.S., Physical Therapy

Licensure: State of Ohio: Ohio OT, PT, and AT Board Physical Therapist, License # PT-05103

Certifications: American Academy of Orthopaedic Manual Physical Therapy: #FF0438 (through 12/31/2025)
American Board of Physical Therapy Specialty: OCS, #5248 (through 6/30/2022)
Maitland-Australian Physiotherapy Seminars: Certified Orthopedic Manual Therapist, #7
CPR Certification; American Heart Association (through 4/2018)

Employment:

Academic: Department of Physical Therapy, Youngstown State University, Youngstown, OH.
Professor: 2014 – Present. Associate Professor, 2009 – 2014. Assistant Professor, 2003 – 2009.

Adjunct Academic: Adjunct Faculty, Department of Medicine, Northeast Ohio Medical University,
Rootstown, OH. 2012 – present.
Affiliated Faculty, Division of Physical Therapy, Duke University, Durham NC 2016
Adjunct Faculty, Department of Physical Therapy, Walsh University, North Canton, OH. 2010 – present.

Professional Clinical: P.T. Services Inc., Tiffin, Ohio; Worked in various capacities: 1989 – 2003

Peer Reviewed Publications:

Journal articles:

1. Griswold DW, Learman KE, Kolber MJ, O'Halloran B, Cleland J. Pragmatically Applied Cervical and Thoracic Non-thrust versus Thrust Manipulation for Patients with Mechanical Neck Pain: A Multicenter Randomized Clinical Trial. *JOSPT*. (accepted: 11/23/2017)
2. Potter CN, Wetzel JL, Learman KE. Effect of sensory adaptations for routine dental care in individuals with intellectual and developmental disabilities: a preliminary study. *J Intellect Dev Disabil*. 10.3109/13668250.2017.1409597 (accepted: 11/22/2017)
3. Cook C, Petersen S, Donaldson M, Wilhelm M, Learman K. Does early change predict long-term (6 months) improvements in subjects who receive manual therapy for low back pain? *Physiother Theory Pract*. 2017;33(9):716-24. <http://dx.doi.org/10.1080/09593985.2017.1345025>
4. Learman KE, Benedict JA, Ellis A, Neal A, Wright J, Landgraff NC. An exploration of trunk reposition error in subjects with acute stroke: an observational design. *Topics in Stroke Rehabilitation*. 2016;23(3):200-7 <http://dx.doi.org/10.1080/10749357.2016.1138671>
5. Donaldson MB, Petersen SB, Cook CE, Learman KE. A prescriptively selected non-thrust manipulation versus a therapist selected non-thrust manipulation for treatment of individuals with low back pain: a randomized clinical trial. *JOSPT* 2016;46(4):243-50. <http://dx.doi.org/10.2519/jospt.2w016.6318>
6. Cook C, Moore T, Learman K, Showalter C, Snodgrass SJ. Can experienced physiotherapists identify which patients are likely to succeed with physical therapy treatment? *BMC Archives Physiother*. 2015;5(3);1. <http://dx.doi.org/10.1186/s40945-015-0003-z>
7. Petersen S, Cook C, Donaldson M, Hassen A, Ellis A, Learman KE. The effect of manual therapy with augmentative exercises for neck pain: a randomized clinical trial. *J Man Manipulative Ther*. 2015;23(5);264-75. <http://doi.org/10.1179/2042618615Y.0000000011>

8. Griswold DW, Cleland J, O'Halloran B, **Learman, KE**. A preliminary study comparing the use of cervical/upper thoracic mobilization and manipulation for individuals with mechanical neck pain. *J Man Manipulative Ther*. 2015;23(2);75-83. <http://dx.doi.org/10.1179/2042618614Y.0000000095> Featured Editor's Pick March, 2015.
9. Cook C, **Learman K**, Showalter C, O'Halloran B. The Relationship between Chief Complaint and Comparable Sign in Patients with Spinal pain: An Exploratory Study. *Man Ther*. 2015;20(3);451-5. <http://dx.doi.org/10.1016/j.math.2014.11.007>
10. **Learman KE**, Pintar JA, Ellis AR. The Effect of Abdominal Strength and Endurance Exercises on Abdominal Peak Torque and Endurance Field Tests: A Randomized Controlled Trial. *Physical Therapy in Sport*. 2015;16(2);140-7. <http://dx.doi.org/10.1016/j.ptsp.2014.08.009>
11. Griswold DW, Rockwell KM, Maurer M, Killa CA, Landgraaf NC, **Learman KE**. Establishing the reliability and concurrent validity of physical performance tests using virtual reality equipment for community-dwelling healthy elders. *J Disabil Rehabil*. 2015;37(12);1097-1101 <http://dx.doi.org/10.3109/09638288.2014.952451>
12. Cook C, Lawrence J, Michalak K, Dhiraprasiddhi S, Donaldson M, Petersen S, **Learman K**. Is there preliminary value to a within and/or between-session change for determining short-term outcomes of manual therapy on mechanical neck pain? *J Man Manip Ther*. 2014;22(4);173-80. <http://dx.doi.org/10.1179/2042618614Y.0000000071>
13. **Learman KE**, Showalter C, O'Halloran B, Donaldson MB, Cook CE. No differences in outcomes in subjects with low back pain who met the clinical prediction rule for lumbar spine manipulation when a pragmatic non-thrust manipulation was used as the comparator. *Physiotherapy Canada*. 2014;66(4);359-66. <http://dx.doi.org/10.3138/ptc2013-49>
14. **Learman KE**, Ellis AR, Goode AP, Showalter C, Cook CE. Physical therapists' clinical knowledge of multidisciplinary low back pain treatment guidelines. *Phys Ther*. 2014;94(7):934-46. <http://dx.doi.org/10.2522/ptj.20130567>
15. Schomacher J, Gattermeier A, Griswold D, **Learman K**. Manuelle Traktion entfernt die Gelenkflächen in der Schulter: eine Beobachtungsstudie (Manual traction separates the joint surfaces in the shoulder: an observation study). *Pt-Zeitschrift für Physiotherapeuten*. 2014;66:22-32.
16. Cook C, **Learman K**, Houghton S, Showalter C, O'Halloran B. The addition of cervical Unilateral Posterior Anterior Mobilisation in the treatment of patients with shoulder impingement syndrome: A randomised clinical trial. *Man Ther*. 2014;19(1):18-24. <http://dx.doi.org/10.1016/j.math.2013.05.007>
17. Stewart KR, Derck AM, Long KL, **Learman KE**, Cook CE. Diagnostic accuracy of clinical tests for the detection of splenomegaly: A systematic review. *Phys Ther Reviews*. 2013;18(3):173-84. <http://dx.doi.org/10.1179/1743288X13Y.0000000081>
18. **Learman KE**, Showalter C, O'Halloran B, Cook CE. Thrust and non-thrust manipulation for older adults with low back pain: an evaluation of pain and disability. *J Manipulative Physiol Ther*. 2013;36(5):284-91. <http://dx.doi.org/10.1016/j.jmpt.2013.05.007>
19. Schwind J, **Learman K**, O'Halloran B, Showalter C, Cook C. Different Minimally Important Clinical Difference (MCID) Scores Lead to Different Clinical Prediction Rules for the Oswestry Disability Index when Using the Same Sample of Patients. *J Man Manip Ther*. 2013;21(2):71-8. <http://dx.doi.org/10.1179/2042618613Y.0000000028>
20. Donaldson M, **Learman KE**, O'Halloran B, Showalter C, Cook CE. The role of patients' expectation of appropriate initial manual therapy treatment in outcomes for patients with low back pain. *J Manipulative Physiol Ther*. 2013;36(5):276-83. <http://dx.doi.org/10.1016/j.jmpt.2013.05.016>
21. Cook CE, **Learman KE**, Showalter C, Kabbaz V, O'Halloran B. Early use of thrust manipulation versus non-thrust manipulation: a randomized clinical trial. *Man Ther*. 2013;18(3):191-8. <http://dx.doi.org/10.1016/j.math.2012.08.005>
22. Cook CE, **Learman KE**, O'Halloran B, Showalter C, Kabbaz V, Goode A, Wright A. Which prognostic factors for low back pain are generic predictors of outcome across a range of recovery domains? *Phys Ther*. 2013;93(1):32-40. <http://dx.doi.org/10.2522/ptj.20120216>

Books, book chapters & monographs

1. **Learman KE**. Chapter 24: Sacroiliac joint as a source of pain: diagnosis and management. In: Fernández-de-las-peñas C, Cleland JA, Dommerholt J. Manual therapy for musculoskeletal pain syndromes: an evidenced- and clinical informed approach. Elsevier; 2016. ISBN: 978-0-7020-5576-8 (**Book Chapter**)

2. **Learman KE**, Cook CE. Eds. 100 orthopedic cases. Pearson Prentice Hall, Upper Saddle River NJ; 2014. ISBN: 978-0132653060 (**Edited Textbook**)
3. **Learman KE**, Showalter C. Chapter 5: Maitland Approach to Treating the Case. In: Clapis P, Chevan J. *Physical Therapy Management of Low Back Pain: A Case-Based Approach*. Burlington, MA. Jones & Bartlett; 2013. ISBN: 978-0-7637-7945-0 (**Book Chapter**)
4. **Learman KE**. Chapter 2: Physical Examination Tests for Medical Screening. In: Cook CE, Hegedus EJ. *Orthopedic Physical Examination Tests*. 2nd Ed. Upper Saddle River, NJ: Prentiss Hall; 2013. ISBN: 978-0-13-254478-8 (**Book Chapter**)

Journal Articles in Review or Current/Active Research Activity:

1. Petersen SM, Jull G, **Learman KE**. Cervical Musculoskeletal impairments in individuals with sinus headaches. (Data analysis and manuscript preparation)
2. Donaldson M, Wilhelm M, Griswold DW, Learman SM, **Learman KE**. The Impact of Exercise Type and Dose on Pain and Disability in Patients with Neck Disorders: A systematic review (Prospero registered) (reviewing full manuscripts for inclusion and meta-analyses)
3. Pintar JA, **Learman KE**, Alschuler M. Mindfulness meditation training's effect on physiological and psychological outcomes for veterans and their caregivers. (Manuscript Preparation)
4. **Learman KE**, Griswold DW. A randomized controlled trial comparing the use of trigger point dry needling to manual therapy for patients with mechanical low back pain. (Data collection phase).
5. Wallace J, **Learman KE**, Moran R, Covassin T. Pre-Morbid Psychological Predictors of Baseline Neuropsychological, Oculo-Motor and Vestibular Performance. *J Sport & Exercise & Psychology*. (manuscript revision for resubmission)
6. Giuffre SM, Both A, **Learman, KE**. Clinical Instructors' perceptions on providing clinical education to physical therapy students: supports and barriers. *JPTE* (manuscript revision for resubmission)

Peer Reviewed Presentations:

1. Griswold DW, **Learman KE**. Randomized clinical trial comparing the use of dry needling to mobilizations for patients with mechanical low back pain. OPTA Scientific Symposium, Columbus, OH 10-20-2017
2. Peterson SB, Schaefer D, Radke K, Soloai J, **Learman KE**. Hip Muscle Strength in Individuals with Low Back Pain. Combined Sections Meeting of the American Physical Therapy Association. Anaheim, CA. February, 2016 (poster)
3. Michaliszyn SF, Sjaarda LA, Scifres C, **Learman KE**, Simhan H, Arslanian SA. Maternal Excess Gestational Weight Gain and Infant Waist Circumference: A 2-Year Observational Study. TOS' Annual Meeting during ObesityWeek 2015 11-5-2015 (accepted 8-8-15: poster).
4. **Learman KE**, Petersen SB, Radke K, Soloai J, Schaefer D. The effect of prescriptively versus pragmatically applied non-thrust manipulation on hip abduction and extension strength in a sample of subjects with unilateral low back pain. OPTA Scientific Symposium, Columbus, OH 10-9-2015 (poster)
5. Cook CE, Donaldson MB, Petersen SM, **Learman KE**. A prescriptively prescribed non-thrust manipulation versus a pragmatically prescribed non-thrust manipulation for treatment of low back: a randomized controlled trial. AAOMPT Annual Conference, Louisville, KY, 10-23-2015
6. Cook CE, Donaldson MB, Petersen SM, **Learman KE**. Can manual therapists determine responders to care after the first visit? AAOMPT Annual Conference, San Antonio, TX, 10-24-2014
7. Both A, Giuffre SM, **Learman KE**. Clinical instructors' perceptions on providing clinical education to PT students: supports, barriers and preferences for change. Educational Leadership Council Annual Conference, Kansas City, MO 10/10/2014
8. Cook CE, **Learman KE (presenter)**, Houghton S, Showalter C, O'Halloran B. The addition of cervical unilateral posterior anterior mobilization in the treatment of patients with shoulder impingement syndrome: a randomized clinical trial. AAOMPT Annual Conference, Cincinnati, OH, 10-18-2013
9. Ge W (presenter), **Learman KE**. Improved response of the lumbar spine to mechanical perturbation by spinal thrust manipulation. AAOMPT Annual Conference, Cincinnati, OH, 10/2013.
10. Ge W (poster), **Learman KE**. Spinal manipulation therapy as a biomechanical vaccine. AAOMPT Annual Conference, Cincinnati, OH, 10/2013.
11. Petersen SM (presenter), Cook CE, Donaldson MB, Hassen A, Ellis AR, **Learman KE**. Augmented exercises and manual therapy: effects on clinical outcomes and quantitative sensory testing. AAOMPT Annual Conference, Cincinnati, OH, 10/18/2013). (Dick Ehrard Platform Presentation Award)
12. Cook CE (presenter), **Learman KE**, Showalter C, O'Halloran B. No differences in outcomes in subjects with low back pain who met the clinical prediction rule for lumbar spine manipulation when non-thrust manipulation was used as the comparator. Combined Sections Meeting of the American Physical Therapy Association. San Diego, CA. January, 2013

- Cook CE, **Learman KE**, Showalter C, O'Halloran B, Wright A. What factors are associated with a successful outcome in patients with low back pain who receive a manual therapy approach? Combined Sections Meeting of the American Physical Therapy Association. San Diego, CA. January, 2013

Abstracts:

- Cook CE, Petersen, SM, Donaldson MB, **Learman KE**. Can manual therapists determine responders to care after the first visit? Journal of Manual & Manipulative Therapy. 2014; Electronic Publication http://maneypublishing.com/images/pdf_site/AAOMPT_Platform_Presentations.pdf
- Cook C, **Learman K**, Showalter C, O'Halloran B, Wright A. OPL16: What factors are associated with a successful outcome in patients with low back pain who receive a manual therapy approach? *J Orthop Sports Phys Ther.* 2013;43(1):A22.
- Cook C, **Learman K**, Showalter C, O'Halloran B. OPL2: Differences in outcomes in subjects with low back pain who met the clinical prediction rule for lumbar spine manipulation when nonthrust manipulation was used as the comparator. *J Orthop Sports Phys Ther.* 2013;43(1):A16-7.

Funded/In Review Grant Activity

- Aspiranti K, Shepard-Smith A. Establishing Autism friendly communities through the development of web-based training modules for public and private sector service providers. Hewlett Packard Foundation, (**Learman KE**, Healthcare Specialist for data collection and module development) 3-year, \$1,000,000.00 (Submitted 11/28/2016, In review)
- Griswold DW, Kolber M, **Learman KE**, Cleland J. A pragmatically applied cervical and thoracic non-thrust mobilizations versus thrust manipulation for patients with mechanical neck pain: a multicenter randomized clinical trial. AAOMPT Cardon Award, \$6000 October, 2015. (funded at \$3000)
- Pintar JA, **Learman KE**, Alschuler M. Mindfulness meditation training's effect on physiological and psychological outcomes for veterans and their caregivers. Centofanti Faculty Research Grant 2015-2016. \$4000.00 (funded)
- Learman KE**, Griswold DW. A randomized controlled trial comparing the use of trigger point dry needling to manual therapy for patients with mechanical low back pain. Ohio Physical Therapy Research Fund: Applied for \$2500.00 (unfunded)
- Cook CE, Donaldson MB, **Learman KE**, Petersen S. The Investigation of a Prescriptively Prescribed Non-Thrust Manipulation versus a Pragmatically Prescribed Non-Thrust Manipulation for Treatment of Individuals with Low Back Pain: A Randomized Controlled Trial. AAOMPT Cardon Grant \$3000.00. (awarded)

Journal/Manuscript Reviewer

Journal of Manual Manipulative Therapy. deputy editor 1/15/2016 – present. associate editor: 7/1/2007 - 1/14/2015.

Review for the following journals

- | | |
|---|---|
| 1. Measurement in Physical Education and Exercise Science | 8. Physiotherapy: |
| 2. Musculoskeletal Science & Practice | 9. Physical Therapy Reviews |
| 3. Topics in Stroke: | 10. Journal of Manipulative Physiologic Therapeutics: |
| 4. Pain Management: | 11. Physical Therapy in Sport |
| 5. Journal of Chiropractic Medicine: | 12. Archives of Physical Medicine and Rehabilitation. |
| 6. Manual Therapy: | |
| 7. Physiotherapy Canada: | |

Professional Organization Membership/Activity:

- | | |
|---|----------------|
| 1. American Academy of Orthopaedic Manual Physical Therapists | 2001 – Present |
| 2. American Physical Therapy Association #13013 | 1987 – Present |

Current Section Membership Orthopedic Section

- | | |
|--------------------------------------|----------------|
| 3. Ohio Physical Therapy Association | 1989 – Present |
|--------------------------------------|----------------|

Community Service

- | | |
|--|-------------------|
| 1. Penguin PT (Midlothian Free Healthcare Clinic) Pro Bono PT | 11/2015 - Present |
| 2. Member: Board of Directors Hands on Volunteer Network | 12/16/13 – 9/2014 |
| 3. American Red Cross 1-gallon donor | |
| 4. Education breakout session for Trumbull County Public Library | 4/5/2011 & |
| Exercise at work 45 minute session on benefits of exercise | 4/18/2012 |
| 5. Smoky Hollow 5k organizer/Festival of the Arts 5k | 2009 – 2013 |

Service: University, College, & Department Committees

University

- | | |
|---|----------------------|
| 1. Ohio Faculty Council (voting representative) | 2009-2017 |
| 2. Academic Senate | 2005-2006, 2007-2018 |
| 3. Senate Elections and Balloting | 2008-2018 |
| a. Committee Chair | 2013-2018 |
| 4. Professional Conduct Committee | 2011-2020 |
| a. Chairperson | 2011-2018 |
| 5. Academic Research Committee | 2011-2018 |
| a. Committee Chair | 2013-2015 |
| 6. Quest Judge | 2008 & 2012-2017 |
| a. Quest Planning Committee | 2013-2016 |
| 7. URC Grant Reviewer | 2007-2010, 2014 |
| 8. Athletic Department Recruitment Breakfast (football) 2010, 2012-2018 | |
| a. Routinely meet with recruits from other sports | |
| 9. YSU Wellness Advisory Steering Committee | 2012-2018 |
| 10. FIL/Sabbatical Review Committee | 2013 |
| 11. Budget Advisory Council | 2014-2018 |
| 12. Member VP of Research Search Committee | 2015 |
| 13. Director of Career & Academic Advising Search Committee | 2016 |
| 14. Undergraduate Program Review Committee | 2015-2016 |
| 15. Graduate College Program Reviewer | 2017 |
| 16. Graduate Council | 2015-2018 |
| 17. Governor's Affordability and Efficiency Taskforce | 2015-2016 |

College of Health and Human Services

- | | |
|--|-------------------------------|
| 1. Nursing education labs annually | 2005-2018 |
| 2. Canfield Fair | 2010-2015 |
| 3. Promotion Guidelines Committee | 2008-09 & 2012-14 & 2016-2017 |
| 4. College Promotion Committee Chair | 2011-2012, 2018 |
| 5. Centofanti Research Support Committee | 2014-2016 |
| 6. Centofanti Grant Review Committee | 2015-2016 |
| 7. Health Professions Affinity Community (teaching about Physical Therapy to local high school students) | 2014-2015 |

Department of Physical Therapy

- | | |
|--|------------------|
| 1. Admissions Committee | 2003-Present |
| 2. Admissions Co- Chair | 2009-Present |
| 3. Advisory and Academic Appeals Committee | 2003-Present |
| 4. Curriculum Review Committee | 2003-Present |
| 5. Faculty Search Committee | 2003-Present |
| 6. Faculty Search Committee (Chair) | 2007-2009 & 2015 |
| 7. Scholarship Committee | 2003-Present |
| 8. Policy and Procedure Review | 2005-Present |

Professional Development:

Meetings, conferences, or conventions of professional associations:

1. Using R for Statistics. Office of Research Lucy Kerns, September 18, 2017
2. The Grants Accounting Post-Award Workshop presentation. YSU-OoR March 20, 2017
3. ALICE Training for Active Shooter Response. YSU-PD. December 2, 2016
4. AAOMPT Annual Conference, St. Louis, MO October 28-30, 2016 18.25 CEUs
5. 2016 MAPS Symposium: Clinical expertise: the essence of manual therapy. Riverhead, NY April 29-30: 22.3 CEUs.
6. Concussion, so what about it? YSU April 8, 2016 5 CEUs 16S0852
7. An Introduction to dry needling, Youngstown, OH December 4, 2015 3 CEUs 15S2397
8. OPTA Scientific Symposium, Columbus, OH October 9, 2015. 5.75 CEUs
9. AAOMPT Annual Meeting, San Antonio, TX, October 24-26, 2015. 17.75 CEUs

10. APTA's Combined Sections Meeting (conference): Las Vegas, NV, February 2-6, 2014
11. AAOMPT Annual Meeting, Cincinnati, OH October 18-20, 2013
12. OPTA Spring Conference. Columbus, OH April 12, 2013
13. Summa Center for Sports Health 8th Annual Symposium. Akron, OH February, 22, 2013
14. APTA's Combined Sections Meeting (conference): San Diego, CA, January 21-24, 2013
15. Dr. Ma's IDN Integrative Dry Needling: Pain Management and Sports Rehabilitation: YSU January 8-10, 2016 25 CEUs. OH

YSU: Program Research Projects Mentored

Mentored 16 DPT students through their research projects from 2012 – 2017

Assisted Dr. Jennifer Pintar on mentoring MPH student 2012-2014

Assisted Dr. Jennifer Pintar in mentoring HPES student in Stress mindfulness research: (2014)

Nova Southeastern University, David Griswold, DPT: PhD (2015-2017)

Teaching Responsibilities: courses listed alphabetically/year(s) taught:

PHYT 8925	Applied Neuroscience		2009-2011
PHYT 8929	CDM III: Advanced Cases		2007-2008
PHYT 8930	CDM IV: Advanced Cases		2007-2014
PHYT 8901	Clinical Decision Making I		2009-2018
PHYT 8905	Clinical Decision Making II	2009-2011	2015-2017
PHYT 8909	Clinical Decision Making III		2009-2018
PHYT 8915	Clinical Decision Making IV		2009-2017
PHYT 8933	Clinical Foundation Skills I		2012-2017
PHYT 8934	Clinical Foundation Skills II		2012-2017
PHYT 8906	Critical Inquiry I		2009-2015
PHYT 8910	Critical Inquiry II		2009-2018
PHYT 8916	Critical Inquiry III		2012-2017
PHYT 8926	Imaging & Lifespan Pathology	2007-2009, 2011-2017	
PHYT 8921	Independent Study/Research		2008-2014

Nancy Crum Landgraff
Professor, Department of Physical Therapy
Youngstown State University
Youngstown OH 44555
(330) 941-2703
nlandgraff@ysu.edu

Education

Ph.D. Health and Rehabilitation Sciences
Clinical Neuroscience (emphasis)
University of Pittsburgh, Pittsburgh, PA
August 1998 – May 2004

Licensure

State of Ohio
Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
Physical Therapist, License #PT-03108
Commonwealth of Pennsylvania
Department of State Bureau of Professional and Occupational Affairs
Physical Therapist, License #PT-013419-L

Employment and Positions Held

2012 – present: Professor and Chair, Department of Physical Therapy (tenured)
Youngstown State University, Youngstown, OH;
Adult rehabilitation and clinical neurology

Scholarship

Peer Reviewed Publications

Learman KE, Benedict JA, Ellis A, Neal A, Wright J, **Landgraff NC**. An exploration of trunk reposition error in subjects with acute stroke: an observational design. *Topics in Stroke Rehabilitation*. (Accepted: 1/2/2016).

Griswold DW, Rockwell K, Killa C, Maurer M, **Landgraff NC**, Learman K. Establishing the reliability and concurrent validity of physical performance tests using virtual reality equipment for community-dwelling healthy elders. 14Aug 2014
Journal: *TIDS Disability of Rehabilitation* . Manuscript ID: 952451

Peer Reviewed Scientific and Professional Presentations

2018 Giuffre S, Carramusa C, Landgraff N. Collaborative, contextualized and dynamic Integrated model for clinical education. Educational session. American Physical Therapy Association Combined Sections Meeting, New Orleans, La.

Abdulazzi S, Landgraff N, Marchetti G, Whitney SW. The Lawton scale as a predictor of discharge destination in patients with stroke undergoing rehabilitation. Poster presentation. American Physical Therapy Association Combined Sections Meeting, New Orleans, La.

Ge W, Bocchieri K, Gadzik K, Landgraff N. Comparing pain between veteran and non-veteran students. Poster presentation. American Physical Therapy Association Combined Sections Meeting, New Orleans, La.

2016 Landgraff N, Benedict J, Macko CH, Macko R. Implementing a Community- Based Exercise Program for Persons with Movement Challenges: American Congress of Rehabilitation Medicine Symposium. 93rd Annual ACRM Conference, Chicago, Illinois.

Abdulazzi S, Marchetti G, Landgraff NL, Whitney SW. Identifying Physical Performance Limitations in Subjects with Asymptomatic Carotid Artery Disease: Use of the Physical Performance Test, Item Analysis and validation. American Physical Therapy Association Combined Sections Meeting, Anaheim, Calif.

2015 Landgraff NC, Benedict JA. Designing and Implementing a Community Based Wellness Program for Persons with Movement Challenges. OPTA 2015 Annual Conference and Advocacy Day, Columbus, Ohio.

Abdulazzi S, Marchetti G, Landgraff NL, Whitney SW. Specific Items on the Physical Performance Test that may Predict Early Physical Decline in Subjects with Asymptomatic Carotid Artery Disease. American Physical Therapy Association Combined Sections Meeting, Las Vegas, NV

Funded/In Review Grant Activity

Integrated Clinical Education experience in a first-year DPT program: does this impact student learning and clinical decision making? YSU Office of Assessment mini-grant – co-investigator. (\$700.00)

Community Based Fitness Programs for Persons with Mobility/Disability Disorders. Centofanti Grant (\$2,000.00). 2013

Enhancing Rehabilitation After Stroke. NIH grant sub award, Co-PI with Dr. Ellen Whyte, University of Pittsburgh Medical Center. (\$28,000). 2011.

Current/Active Research Activity

Integrated Clinical Education experience in a first-year DPT program: does this impact student learning and clinical decision making? Co-investigators – Cara Carramusa MS, PT, Dr. Suzanne Giuffre PT, EdD.

Community Based Fitness Programs for Persons with Mobility/Disability Disorders. Task-Oriented Exercise (TOE). Co-PI with Jim Benedict Med. PT. Collaboration with University of Maryland Dr.'s Richard and Charlene-Hafer Macko and facilities Valleycare/ Hillside Rehabilitation hospital, Park Vista Retirement Center and Challenge Performance PT Private Practice.

Enhancing Rehabilitation After Stroke. Co-PI with Dr. Ellen Whyte, University of Pittsburgh Medical Center to supervise additional site, Hillside Rehabilitation Hospital.

Data collection phase completed – in writing phase.

Cognitive and Physical Performance in Patients Undergoing Carotid Artery Stenting and Endarterectomy. University of Pittsburgh Medical Center, Pittsburgh, PA. IRB modified 7/2010. Study started 10/2009. Closed to data collection 2017 – in writing phase.

Functional Outcomes in Patients with Carotid Artery Occlusion. Long-Term (12 month) Follow-up study. University of Pittsburgh Medical Center, Pittsburgh, PA. Data Collection completed, manuscript in preparation.

Membership in Scientific/Professional Organizations

American Heart/American Stroke Association	2001-Present
Board of Directors, Mahoning County	2008- 2017
Board Chairman	2011 (2 year term)
Gala committee auction chair, co-chair – 2008, 2010, 2011, 2015, 2016, 2017, 2018	
American Physical Therapy Association	1982-Present
<u>Current Section Membership</u>	
Neurology Section	
Education Section	
Ohio Physical Therapy Association	1996-Present

Consultative and Advisory Positions Held

PT Consultant, Valleycare Health/ Hillside Rehabilitation Hospital, Warren, OH, 1997-Present

Journal/Manuscript Review

Archives of Physical Medicine and Rehabilitation 2007-present
Stroke, 2008-present
American Journal of Neuroradiology, 2011- present
Neurological Research 2011 - present
American Heart Association Scientific sessions – abstract reviewer 2016 – present.

Services to the University/College/School on Committees/Councils/Commissions

Committees

University

Sabbatical/Faculty Improvement Leave	
Selection committee	2015, 2017
Deans Search (Bitonte College of Health and Human Services)	2008-2009
College of Health and Human Services	
Interprofessional Education	2017-present

Continuing Education Attended

- 2018 American Physical Therapy Association Combined Sections Meeting. New Orleans, La.
- 2017 Co-Coordinator: Operation Stroke 11th Annual Update. Youngstown, Ohio
Educational Leadership Conference, APTA, Columbus, Ohio
American Physical Therapy Association Combined Sections Meeting. San Antonio, Texas
- 2016 American Physical Therapy Association Combined Sections Meeting. Anaheim, Calif.
Child Abuse recognition and reporting. Pa.
Concussion, so what about it? Youngstown, Ohio
- 2015 Co-Coordinator: Operation Stroke 10th Annual Update. Youngstown, Ohio
Advocating for Patient Access to Care and Achieving Payment for Physical Therapy Services through Best Practice Documentation Strategies. Youngstown, Ohio
Second Annual Capstone PT Research Seminar, Youngstown, Ohio

- 2014 Co-Coordinator: Operation Stroke 9th Annual Update. Youngstown, Ohio
 Introduction to Dry Needling Using an Integrative Approach, Youngstown, Ohio
 American Physical Therapy Association Combined Sections Meeting. Las Vegas, NV
 Educational Leadership Conference, APTA, Kansas City, KS
- 2013 Educational Leadership Conference, APTA, Portland, Oregon
 American Physical Therapy Association Combined Sections Meeting. San Diego, Calif.

Current Teaching Responsibilities: courses listed alphabetically/year(s) taught

YSU Masters Program Courses (in 2007 all these courses became doctoral courses)

Clinical Decision Making I	2001 - 2004
Clinical Decision Making II	2001-present
Clinical Decision Making III	2002-present
Clinical Decision Making IV	2002- present
Problem-Based Cases	2004
Critical Inquiry III	2005
Community Applications	2006- present
Applied Neuroscience	2007- present
Clinical Education I-IV	2001-present

YSU Doctoral Program Courses

Clinical Decision Making III: Advanced cases	2007, 2008
Clinical Decision Making IV: Advanced cases	2007- present
Specialty Applications	2007 – 2015
Critical Inquiry Planning	2008

1/22/18

James A. Benedict
Youngstown State University
One University Plaza
Youngstown, OH 44555
(330) 941-3227
jbenedict@ysu.edu

Education

Ph.D. Public Policy & Administration
Specialization – Health Services
Walden University, Minneapolis, MN
2016

M.Ed. Education (Rehabilitation Counseling)
Kent State University, Kent, OH
1989

Licensure Information/Registration Number

State of Ohio
Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
Physical Therapist, License PT-03166

Employment and Positions Held

2016-Present Assistant Professor, Physical Therapy Program
Youngstown State University

2007- 2016 Instructor, Physical Therapy Program
Youngstown State University, Youngstown, OH

Peer Reviewed Publications

Learman KE, Benedict JA, Ellis A, Neal A, Wright J, Landgraff NC. An exploration of trunk reposition error in subjects with acute stroke: an observational design. *Topics in Stroke Rehabilitation*. 2016;23(3):200-7 <http://dx.doi.org/10.1080/10749357.2016.1138671>

Peer Reviewed Presentations

September, 2017, Ohio Association of Free Clinics, Annual Association Conference, QA Standards Survey, Columbus, OH

November, 2016, American College of Rehabilitation Medicine 93rd Annual Conference, Implementing a Community Based Exercise Program for Persons With Movement Challenges, Chicago, IL

June, 2016, Ohio Association of Free Clinics, Steps to Excellence: Practical Resources for Your Clinic, Columbus, OH

April, 2016, OAGE Annual Conference, Understanding the Layers of Successful Aging Through Seven Dimensions of Wellness, Youngstown, OH

April, 2015 Ohio Physical Therapy Association Annual Conference
Moving Forward: A task oriented exercise program for wellness
Columbus, OH

Membership in Scientific/Professional Organizations

American/Ohio Physical Therapy Association	1980 – Present
Ohio Association of Free Clinics	2009 - Present

Community Service

Midlothian Free Health Clinic
Board Member
2009 – 2010
Board President
2010 – Present

Ohio Association of Free Clinics
Board Member
2015- Present

Services to the University/College/School on Committees/Councils/Commissions University

Centofanti Center of Excellence – Co-Author	2017
Smokey Hollow 5K/1 mile run/walk	2008 – 2015
Canfield Fair Volunteer	2009 – Present

Physical Therapy Program

Co-chair of PT Dept.'s Admission Comm.	2009 – Present
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Honors and Awards

Youngstown State University Distinguished Professorship Award – Service	2015-2016
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CURRICULUM VITAE

Weiqing Ge

One University Plaza, Youngstown, OH 44555

(330) 941-2702

Doctorate of Physical Therapy Program, Youngstown State University

Education:

Youngstown State University

Youngstown, OH

from 2007 to 2011

Physical Therapy

Doctorate of Physical Therapy, December 2011

Peking Union Medical College/Chinese Academy of Medical Sciences

Beijing, PRC

from 1992-1996

Biomedical Engineering

PhD in Biomedical Engineering, April 1996

Licensure Information/Registration Number:

Ohio OTPTAT Board PT.013625

Employment and Positions Held:

Associate Professor, Tenured

Graduate Faculty

Youngstown State University, Youngstown, OH

August 2012 to present

Professional Positions:

Membership Chair, Academy of Clinical Electrophysiology and Wound Management,
American Physical Therapy Association.

From January, 2018 to present

Peer-Reviewed Publications:

Snyder DD, Bennett TK, Oller JC, Ge W. Controversial Issues in Healthcare Policy: A Survey of Doctor of Physical Therapy Students in a Public University. J Allied Health. 2017 Winter;46(4):255-261.

Ge W, Sfara A, Hians B. Skin deformation during shoulder movements and upper extremity activities. Clinical Biomechanics (Bristol, Avon). 2017; 47, 1-6.

Adams A, Eschman J, Ge W. Acupressure for Chronic Low Back Pain: A Single System Study. J Phys Ther Sci. 2017; 29(8):1416-1420.

Ge W, Leson C, Vukovic C. Dry Cupping for Plantar Fasciitis: A Randomized Controlled Trial. *J Phys Ther Sci.* 2017; 29(5), 859-862.

Ge W, Bennett TK, Oller JC. Should High-Power Posing Be Integrated in Physical Therapy? *J Phys Ther Sci.* 2017; 29(4), 697-701.

Ge W, Roth E, Sansone A. A Quasi-Experimental Study on the Effects of Instrument Assisted Soft Tissue Mobilization on Mechanosensitive Neurons. *J Phys Ther Sci.* 2017; 29(4), 654-657.

Reed W, Cao DY, Ge W, Pickar JG. Using vertebral movement and intact paraspinal muscles to determine the distribution of intrafusal fiber innervation of muscle spindle afferents in the anesthetized cat. *Exp Brain Res.* 2013 Mar; 225(2):205-15.

Peer-Reviewed Scientific and Professional Presentations

Bocchieri B, Gazdik K, Williams P, Landgraff N, Ge W. Comparing Pain Between Veteran and Non-Veteran Students. American Physical Therapy Association's Combined Sections Meeting. New Orleans, LA, February 21-24, 2018. Accepted.

Ge W, Schaefer D, Basile L. The Effects of Short-duration High-power Posing on Timed Up and Go Test. American Physical Therapy Association's Combined Sections Meeting. New Orleans, LA, February 21-24, 2018. Accepted.

Ge W, Leson C, Vukovic C, Gerez T, Wray E, Osborn J, Kaufman A, Ragozine V. Effects of Cupping Therapy in Treating Plantar Fasciitis. American Physical Therapy Association's NEXT Conference and Exposition. Boston, MA, June 21-24, 2017.

Ge W, Roth E, Sansone A. The Effects of Instrument-Assisted Soft Tissue Mobilization on 2-point Discrimination and Pain Threshold. American Physical Therapy Association's Combined Sections Meeting. San Antonio, TX, February 15-18, 2017.

Snyder DD, Bennett TK, Oller JC, Ge W. Are there any differences in their attitudes towards controversial issues in healthcare policies between physical therapy students at public and private universities? American Physical Therapy Association's Combined Sections Meeting. San Antonio, TX, February 15-18, 2017.

Ge W, Hians B, Sfara A. Noncontact Measurement of Sternal Skin Strain During Shoulder Movements And Upper Extremity Activities. American Physical Therapy Association's Combined Sections Meeting. Anaheim, CA, February 17-20, 2016.

Snyder DD, Bennett TK, Oller JC, Ge W. Attitudes Towards Controversial Issues in Healthcare Policies in Doctor of Physical Therapy Students. American Physical Therapy Association's Combined Sections Meeting. Anaheim, CA, February 17-20, 2016.

Ge W. Integrating technology in cultural competence course: engaging doctor of physical therapy students with active learning strategies. World Confederation for Physical Therapy Congress 2015, Singapore, May 1-4, 2015.

Ge W, Sfara A, Hians B. Sternal skin strain during shoulder movements and upper extremity Activities. World Confederation for Physical Therapy Congress 2015, Singapore, May 1-4, 2015.

Ge W, Wharton, M. A blended learning model for a neuroscience course in a doctor of physical therapy program. American Physical Therapy Association's Combined Sections Meeting. Indianapolis, IN, February 4-7, 2015

Shobel D, Pagan D, Ge W. Treating sacral torsion with muscle energy technique simulated by exercise. American Academy of Orthopaedic Manual Physical Therapists 2014 Annual Conference, San Antonio, TX, October 22-26, 2014

Adams A, Eschman J, Ge W. Integrating acupressure in treating chronic low back pain. American Physical Therapy Association's Combined Sections Meeting. Las Vegas, NV, February 3-6, 2014.

Coonce T, Ge W. Treating superior innominate shear with exercise simulating muscle energy technique. American Physical Therapy Association's Combined Sections Meeting. Las Vegas, NV, February 3-6, 2014

Ge W, Learman K. Improved response of the lumbar spine to mechanical perturbation by spinal thrust manipulation. American Academy of Orthopaedic Manual Physical Therapy 2013 Annual Conference. Cincinnati, OH, October 16 -20, 2013.

Ge W, Learman K. Spinal manipulation therapy as a biomechanical vaccine. American Academy of Orthopaedic Manual Physical Therapy 2013 Annual Conference. Cincinnati, OH, October 16 - 20, 2013.

Funded Grant Activity:

Ge (PI)

Amount: \$2000 - The effects of IASTM on skin and its sensation
2015-2016 Youngstown State University Research Council

Ge (PI)

Amount: \$799 - Interactive blended learning for statistic data analysis in rehabilitation research. 2012-2013, Youngstown State University Office of Assessment

Membership in Scientific/Professional Organizations:

American Physical Therapy Association Member
Ohio Physical Therapy Association Research Committee

Services to the University/College/School on Committees/Councils/ Commissions:

University committees

Academic Research Committee (2012-present)

College committees

Health-O-Rama Scholarship Committee (2006-present)

Alumni Relations Committee (2011-present)

Diversity Committee (2011-present)

Department committees (serve on all standing committees since 2006):

Physical Therapy Curriculum Committee

Physical Therapy Admission Committee

Physical Therapy Faculty Search Committee

Physical Therapy Advisory Committee

Physical Therapy Scholarship Committee

Honors and Awards:

Recognition in Promoting Social Responsibility

Global Health Special Interest Group (GHSIG) and HPA The Catalyst

American Physical Therapy Association

2016

Continuing Education Attended:

2017 Ohio Physical Therapy Association Fall Scientific Symposium, Columbus, OH, October 20, 2017.

2017 American Physical Therapy Association's NEXT Conference and Exposition. Boston, MA, June 21-24, 2017.

2017 Combined Sections Meeting of the American Physical Therapy Association. San Antonio, TX, February 15-18, 2017.

Concussion...So What About It? Youngstown State University Annual CI Event, Youngstown, OH, April 8, 2016.

2016 Combined Sections Meeting of the American Physical Therapy Association. Anaheim, CA, February 17-20, 2016.

Advocating for Patient Access to Care and Achieving Payment for Physical Therapy Services through Best Practice Documentation Strategies. Youngstown State University Annual CI Event, Youngstown, OH, May 15, 2015.

World Confederation for Physical Therapy Congress 2015, Singapore, May 1-4, 2015.

2015 Combined Sections Meeting of the American Physical Therapy Association. Indianapolis, IN, February 4-7, 2015.

2014 Annual Conference of the American Academy of Orthopaedic Manual Physical Therapists, San Antonio, TX, October 22-26, 2014.

M1-Basic Training in the Graston Technique method of instrument-assisted soft tissue mobilization. Akron, OH, August 23-24, 2014.

Integrative Dry Needling for Pain Management and Sports Rehabilitation. Youngstown, OH, June 27-29, 2014.

MT-ST: Stabilization Training and Functional Rehabilitation Seminar, MAPS, Youngstown, OH, June 6-8, 2014.

Introduction to Dry Needling Using an Integrative Approach. Youngstown State University Annual CI Event, Youngstown, OH, May 9, 2014.

2014 Combined Sections Meeting of the American Physical Therapy Association. Las Vegas, NV, February 4-6, 2014.

MT-O: Evidence-based Orthopedic Diagnostic Evaluation Seminar, MAPS, Youngstown, OH, November 8-10, 2013.

Strategies for Fall Prevention: A Model for Interdisciplinary Collaboration, American Heart Association, Canfield, OH, October 21, 2013.

2013 Annual Conference of the American Academy of Orthopaedic Manual Physical Therapists, Cincinnati, OH, October 18-20, 2013.

2013 Scientific Symposium: Pain of the Ohio Physical Therapy Association, Columbus, OH, October 14, 2013.

Current Teaching Responsibilities in the Entry-Level Program:

PHYTH 8926 Imaging & Lifespan Pathology present	2006-
PHYTH 8901 Clinical Decision Making I present	2006-
PHYTH 8925 Applied Neuroscience for Physical Therapists	2006-present
PHYTH 8905 Clinical Decision Making II present	2006-
PHYTH 8927 Critical Inquiry I/Planning present	2006-
PHYTH 8909 Clinical Decision Making III 2012	2009-
PHYTH 8910 Critical Inquiry II 2006-present	
PHYTH 8915 Clinical Decision Making IV 2014	2009-
PHYTH 8930 Clinical Decision Making IV: Advanced Cases	2009-2012
PHYTH 8903 Language, Culture, and Health present	2012-

VITA

MICHAEL A. HEILMAN, Ph.D.

Address: 4949 McCleary Jacoby Road, Cortland, Ohio, 44410
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Business (330) 637-8668
Email: MHeilman@psycare.com

EDUCATION

Ph.D. in Counseling and Human Development , Kent State University, Kent, Ohio

LICENSES / CERTIFICATIONS

Licensed Psychologist, Ohio #5061 (1995 - present)
Fellow, Biofeedback Certification Institute, #2946 (1987-2013)
Diplomate, American Academy of Pain Management (1987-2015)
Licensed Professional Counselor, #C3037 (1985-1995)
Certified Chemical Dependency Counselor - III, #8925 (1989-1993)

PROFESSIONAL ORGANIZATIONS / FRATERNITIES

Current:

American Psychological Association
Ohio Psychological Association

Former:

American Academy of Pain Management
The Academy for Applied Psychophysiology and Biofeedback
Ohio Society of Behavioral Health and Biofeedback
President (1993-1994)
Secretary- Treasurer (1991-1993)
Chairman, Insurance Committee (1987-1990)
Liaison, Biofeedback and Behavioral Medicine Association of Western Pennsylvania
Phi Kappa Phi, National Honor Society
Alpha Phi Sigma, National Criminal Justice Honor Society
Chi Sigma Iota

OCCUPATIONAL EXPERIENCES

Owner of MAHeilmanPhD, LLC (October 2013 to present).
Clinic Director, (Owner), (January 2018), Cortland PsyCare Office
Clinic Director, (Co-owner), (December 2006 – December, 2017), Cortland PsyCare Office,
HMS Development, LLC (Owner), (February 2006 – Present)
Medical Rehabilitation Surveyor, (October 2001 to December 2017): Commission for Accreditation of
Rehabilitation Facilities.
Psychologist & Director of the Psychology Department, Hillside Rehabilitation Hospital (October 2013 to
2016)
Staff Psychologist, (December 1995 to present): PsyCare Inc.
Program Director, (August, 1985 to 2010): Forum Health, Hillside Rehabilitation Hospital: Chronic Pain
Rehabilitation Program

Limited Service Facility (September 1992 to 2000):

Youngstown State University,
Counseling Department (1999 – 2000)

Criminal Justice Department (1992-1997)

Case Manager, (January 1983 to February 1986):

Mahoning County Community Corrections Association, Youngstown, Ohio

Substance Abuse Counselor, (July 1978 to May 1980):

Residential Education Alternative, Warren, Ohio

Correctional Consultant, (July 1978 to May 1980):

Northeastern Ohio Counsel on Drug Abuse Inc., Warren, Ohio

RICHARD LEE ROGERS

Updated: February 1, 2018

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Youngstown State University
One University Plaza
Youngtown, OH 44555*

*Office Phone: (330) 941-3543
Email: rlrogers02@ysu.edu*

ACADEMIC/TEACHING EXPERIENCE

Assistant Professor, Youngstown State University, Criminal Justice and Forensic Science, January 2012-present. Tenured beginning August 2018.

- Teach undergraduate and graduate courses in Department of Criminal Justice and Forensic Science. Teaching load is equivalent to 8 courses per year. Emphasis on management and research-related courses.
- Supervise master theses as committee chair or assist as committee member
- Maintain Graduate Faculty status, 2014-present
- Serve as Undergraduate Coordinator for the Criminal Justice major, 2016-present

Continuing Faculty, Barbara Solomon School of Social Work and Human Services, Walden University, May 2015 to present

- Teach graduate courses at both master's and doctoral level
- Supervise doctoral dissertations

Associate Professor, Southern Wesleyan University, Sociology, August 2005 – December 2011

- Teach undergraduate and graduate courses in social sciences and management. Teaching load is equivalent to approximately 11 courses per year.
- Direct university Honors Program, 2006-2011
- Coordinate program in Social Science, 2006-2011
- Develop and coordinate programs in Criminal Justice and Human Services, 2006-2010

Adjunct Teaching/Lecturerships/Assistantships

- Nyack College, Manhattan Campus, 2000-2005
- Metropolitan College of New York, School of Business, 2004-2005
- Bloomfield College, 2005
- Brookdale Community College, Department of Sociology, 1996-1998
- Ramapo College, School of Social Science and Human Services, 1995-1996
- Rider College, School of Continuing Studies, 1986 and 1989
- Princeton University, Department of Sociology and Woodrow Wilson School of Public and International Affairs, 1987-1989 (Lecturer)
- Princeton University, Department of Sociology, 1985-1986 (Assistant in Instruction)

PUBLICATIONS

Articles

- Rogers, Richard Lee. 2017. Minority status and spirituality among police officers: Blacks and women in a metropolitan department. *Journal of Police and Criminal Psychology*. doi:10.1007/s11896-017-9229-x Currently available through Springer Link—forthcoming in print.
- Rogers, Richard Lee. 2010. The urban threshold and the Second Great Awakening: Revivalism in New York State, 1825-1835. *Journal for the Scientific Study of Religion*, 49, 694-709.
- Rogers, Richard Lee. 2010. Habilitative therapy among preschool children: Regional disparities in the early intervention population. *Research in the Sociology of Health Care*, 28, 177-195.
- Hubbard, Jessica, and Richard Lee Rogers. 2009. Cultural factors influencing AIDS-related attitudes and behaviors in the Third World: Ethnicity and religion in Guyana. *Race/Ethnicity: Multidisciplinary Global Contexts*, 3, 97-114.
- Rogers, Richard Lee. 1991. Millennialism and American culture: The Adventist movement, 1831-1851. *Comparative Social Research*, 13, 105-126.

Chapters

- Rogers, Richard Lee. 2004. "A bright and new constellation": Millennial narratives and the origins of American foreign missions. In *North American Foreign Missions, 1810-1914: Theology, Theory, and Policy*, ed. Wilbert Shenk, 39-60. Grand Rapids, MI: William Eerdmans.
- Rogers, Richard Lee. 1992. The role of elites in setting agendas for public debate: A historical case. *Vocabularies of Public Life: Empirical Essays in Symbolic Structure*, ed. Robert Wuthnow, 234-247. London: Routledge.

Encyclopedic Entries

- Rogers, Richard Lee. 2016. Human subjects research: Standards and protections. In *The SAGE Encyclopedia of Pharmacology and Society*, ed. Sarah E. Boslaugh, pp. 757-758. Thousand Oaks, CA: SAGE Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2016. Mental health parity. In *The SAGE Encyclopedia of Pharmacology and Society*, ed. Sarah E. Boslaugh, pp. 910-911. Thousand Oaks, CA: SAGE Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2016. Prison pharmaceutical issues. In *The SAGE Encyclopedia of Pharmacology and Society*, ed. Sarah E. Boslaugh, pp. 1167-1169. Thousand Oaks, CA: SAGE Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2015. Massachusetts Society for the Suppression of Intemperance. In *The SAGE Encyclopedia of Alcohol: Social, Cultural, and Historical Perspectives*, ed. Scott C. Martin, Vol. 2, pp. 848-849. Thousand Oaks, CA: SAGE Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2015. Non-Partisan Women's Christian Temperance Union. In *The SAGE Encyclopedia of Alcohol: Social, Cultural, and Historical Perspectives*, ed. Scott C. Martin, Vol. 2, pp. 919-920. Thousand Oaks, CA: SAGE Publications.

- Rogers, Richard Lee. 2015. Religion and alcohol. In *The SAGE Encyclopedia of Alcohol: Social, Cultural, and Historical Perspectives*, ed. Scott C. Martin, Vol. 2, pp. 1046-1053. Thousand Oaks, CA: SAGE Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2014. Courts. In *Cultural Sociology of Mental Health: An A-to-Z Guide*, ed. Andrew Scull, Vol 1, pp. 158-162. Thousand Oaks, CA: Sage Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2014. Law and mental illness. In *Cultural Sociology of Mental Health: An A-to-Z Guide*, ed. Andrew Scull, Vol 1, 448-453. Thousand Oaks, CA: Sage Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2014. Policy: police. In *Cultural Sociology of Mental Health: An A-to-Z Guide*, ed. Andrew Scull, Vol 2, pp. 662-664. Thousand Oaks, CA: Sage Publications. Also distributed through SAGE Knowledge.
- Rogers, Richard Lee. 2014. Police, sociology of. In *Cultural Sociology of Mental Health: An A-to-Z Guide*, ed. Andrew Scull, Vol 2, pp. 648-650. Thousand Oaks, CA: Sage Publications. Also distributed through SAGE Knowledge.

Book Reviews

- Rogers, Richard Lee. 1990. Review of *Altered Landscapes: Christianity in America, 1935-1985*, Ed. by David W. Lotz. *Christian Century*, 107(1, January 3), 23-24.
- Rogers, Richard Lee. 1989. Review of *Strangers in This Land: Pluralism and the Response to Diversity in the United States*. By E. Allen Richardson. *Theology Today*, 46, 341-2.
- Rogers, Richard Lee. 1988. Review of *The Democratic Dilemma: Religion, Reform, and the Social Order of the Connecticut River Valley of Vermont, 1791-1850*. By Randolph A. Roth. *Journal for the Scientific Study of Religion*, 28, 98.
- Rogers, Richard Lee. 1988. Review of *Crucible of the Millennium: The Burned-Over District in New York in the 1840s*. By Michael L. Barkun. *Journal for the Scientific Study of Religion*, 27, 142-3.
- Rogers, Richard Lee. 1987. Review of *Prophetic Sons and Daughters: Female Preaching and Popular Religion and Industrial England*. By Deborah M. Valenze. *Journal for the Scientific Study of Religion*, 26, 424-5.

Article Reviewer

Journal of Social, Behavioral, and Health Sciences

PRESENTATIONS

Professional Societies

- Rogers, Richard Lee. 2017. Does the racial composition of police departments impact arrests. Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, PA, November 15-18, 2017.
- Rogers, Richard Lee. 2017. A comparison of the association between religiosity and mental health among veteran and non-veteran males. Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Washington, DC, October 12-15, 2017.

- Rogers, Richard Lee, and Elizabeth S. Hornberger. 2017. Court innovation and resource dependency: Specialty courts. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March 21-25, 2017.
- Spiker, Lindsay, Ed Villone, Carol Franklin, and Richard Rogers. 2014. The influence of education on academy performance, state examinations, and employment among prospective law enforcement. Annual meeting of the Academy of Criminal Justice Sciences, Philadelphia, PA, February 18-22.
- Orto, Julie, John Hazy, Christopher Bellas, and Richard Rogers. 2014. From Steel City to Steal City: Is the rusty risky for high crime? Annual meeting of the Academy of Criminal Justice Sciences, Philadelphia, PA, February 18-22.
- Rogers, Richard Lee, and Travis Battiest. 2013. Rehabilitative program offerings and prison safety with the rise of private prisons. Annual meeting of the Academy of Criminal Justice Sciences, Dallas, TX, March 19-23.
- Rogers, Richard Lee. 2010. Do economic ethics matter? Religion and personal financial management in contemporary America. Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Baltimore, MD, October 29-31.
- Rogers, Richard Lee, and Chandra A. Walls. Institutional logic and health disparities in pediatric therapy: A study of two-year-old children. Paper presented at the annual meeting of the American Sociological Association, Disability and Society section-information, Atlanta, GA, August 14-17.
- Rogers, Richard Lee. 2010. A macro-level analysis of economic crime: Institutional anomie, opportunity, and region. Paper presented at the annual meeting of the Southern Sociological Society, Atlanta, GA, April 21-24.
- Hubbard, Jessica, and Richard Lee Rogers. 2008. Knowledge about HIV/AIDS transmission in the Third World: The influence of non-Western cultures in Guyana. Paper presented at the annual meeting of the Southern Sociological Society, Richmond, VA, April 9-12.
- Rogers, Richard Lee. 2008. Rehabilitative therapy among preschool children: The social construction of health disparities and medical necessity. Paper presented at the annual meeting of the Southern Sociological Society, Richmond, VA, April 9-12.
- Rogers, Richard Lee. 2006. Narratives of a contemporary religious revival: The Pensacola outpouring. Paper presented at the annual meeting of the Southern Sociological Society, New Orleans, LA, March 24.
- Rogers, Richard Lee. 2005. Social embeddedness and the composition of investment portfolios: Findings on investor decision making from the Survey of Consumer Finances. Paper presented at the annual meeting of the Eastern Sociological Society, Washington, DC, March.
- Rogers, Richard Lee. 1989. Religious individualism and political discourse: Revivalism in New England and Kentucky, 1790-1820. Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Salt Lake City, UT, October.
- Rogers, Richard Lee. 1988. Destinations of home missionaries: New York State, 1824-1835. Paper presented at the annual meeting of the Social Science History Association, Chicago, IL, November.
- Rogers, Richard Lee. 1987. Interpreting the Second Great Awakening: Ideology and social development in the antebellum Northeast. Paper presented at the annual meeting of the Association for the Sociology of Religion, Chicago, IL, August.

Rogers, Richard Lee. 1987. American evangelicalism and the market economy: Revivalism in New York State, 1825-1835. Paper presented at a roundtable discussion during the annual meeting of the American Sociological Association, Chicago, IL, August.

Other Presentations

Rogers, Richard L. 2012. Rehabilitation program offerings and prison safety with the rise of private prisons. Bitonte College of Health and Human Services Scholarship Forum, October 19.

Rogers, Richard L. 2011. Do economic ethics matter? Religion and personal financial management in contemporary America. Conference on *Bringing Stratification Process "Back In" to the Scientific Study of Religion*, sponsored by Penn State Department of Sociology, May 20-21.

Hubbard, Jessica, and Richard Lee Rogers. 2008. Knowledge about HIV/AIDS transmission in the Third World: The influence of non-Western cultures in Guyana. Faculty Colloquium, Southern Wesleyan, March.

EDUCATION

Doctor of Philosophy, Sociology, Princeton University, 1996

Bachelor of Arts, Sociology, University of Illinois at Chicago, 1983

DISSERTATION

A Testimony to the Whole World: Evangelicalism and Millennialism in the Northeastern United States, 1790-1850. Department of Sociology, Princeton University, June 1996.

Summary: Project was a macro-sociological analysis of the conditions in which evangelical Protestantism and millennialism flourished during the early republican period. Features multivariate quantitative analyses of the occurrence of religious revivalism, the foundation of local Bible societies, and the establishment of Adventist congregations and cells.

COURSES TAUGHT

Criminal Justice

- Introduction to Criminal Justice
- Applied Police Management (graduate)
- Applied Police and Corrections Management (graduate)
- Corrections
- Criminal Justice Management Concepts
- Criminal Justice Studies, Practices, and Theories (graduate)
- Criminology / Behavioral Theories of Deviance
- Law Enforcement Administration (senior capstone and graduate)
- Management and Administration in Criminal Justice (graduate)
- Program Planning and Evaluation (graduate)
- Research Methods
- Research and Statistics in Health and Human Services (graduate)
- Social Statistics (taught in Excel, SPSS, and PSPP)
- Terrorism and Countersurveillance

Sociology/Social Science

- Introduction to Sociology
- Cultural Anthropology
- Foundational Issues in Human Services
- Mass Media and Popular Culture (assisted)
- Race and Ethnic Relations
- Research Methods
- Social Problems / Advanced Social Problems
- Social Statistics (taught in SAS, SPSS, STATA, R, and Excel)
- Sociological Theory / Readings in Behavioral Theory
- Sociology of the Family

Business

- Organizational Behavior
- Organizational Development (Strategic Management)

Special Topics and Interdisciplinary Courses

- Honors Freshman Seminar
- Human Ecology and Community Development (urban and rural sociology)
- Pilgrims, Heroes, and Monsters (sociology of film)
- Theories of Modernization (sociology of international development)

PROFESSIONAL EXPERIENCE

Owner, RDE Services, Bloomfield, NJ, and Simpsonville, SC, 2004 to 2006

- Consulted U.S. full-service brokerage unit of major global private bank on projects related to financial industry trends and competitive intelligence
 - Created industry benchmarking report for Market Intelligence department
 - Developed competitive profiles for use by Private Wealth Management Group and recruiters
 - Drafted analyses of market for charitable foundations and special-needs trusts
- Provided consulting company assistance in accessing information in Federal Reserve's Survey of Consumer Finances

Vice President, Merrill Lynch & Co., Global Private Client Group, Business Intelligence Department, Princeton, NJ, 1999-2004

- Monitored \$700K budget for research on industry trends and competitive analysis
- Managed one to three individuals
- Created competitive reports for Global Private Client and Marketing management
- Developed online competitive intelligence portal for internal use ("Business Intelligence Resource")
- Distributed summaries of industry trends and competitive information
- Conducted presentations of information on industry trends and competitor strategies as part of professional training programs for Financial Advisors
- Conducted research for Market Planning and Strategic Planning departments

Assistant Vice President, Merrill Lynch & Co., U.S. Private Client Group, Management Decision Support and Analysis Department, Princeton, NJ, 1997-1999

- Assisted in development of client profitability model and created database tracking the profitability of more than three million households

Senior Marketing Analyst, U.S. Private Client, Management Decision Support and Analysis Department, Princeton, NJ, 1997-1999

Internal Consultant, U.S. Private Client, Management Decision Support and Analysis Department, Princeton, NJ, 1997-1999

Computer Consultant, Princeton University, Research Services, Princeton, NJ, 1986-1990

HONORS AND AWARDS

- Faculty Appreciation Award, Southern Wesleyan Basketball Program, 2009 and 2010
- President's Award, Merrill Lynch Private Client Group, 2000. Recognition for development of online competitive intelligence intranet library ("Business Intelligence Resource").
- Phi Beta Kappa, 1983
- Phi Kappa Phi, 1983

GRANTS AND FELLOWSHIPS

- Byrne Grant, U.S. Department of Justice, 2018 (approximately \$850,000 member of working group procuring this grant on behalf of Youngstown Neighborhood Development Corporation)
- University Research Grant, Youngstown State University, 2013-2014 and 2017-2018 (\$1,000 total)
- Southern Wesleyan University Faculty Development Grant, 2007-2008
- North Atlantic Missiology Project, 1996 (\$500 total)
- University Fellowship, Princeton University, 1983-1987

RESEARCH AND SCHOLARLY INTERESTS

- Social problems and social trends
 - Handling of mentally ill individuals in the criminal justice system
 - Disparities and effectiveness of rehabilitative therapy
 - Social ecology and spatial analysis
 - Crime rates and criminal justice management
- Historical sociology of religious movements with special attention to 19th-century United States
- Economic and organizational sociology
 - Criminal justice management
 - Structural approaches to business ethics and socially responsible corporate activities
 - Personal financial services industry in the United States

PROFESSIONAL ASSOCIATIONS AND SERVICE

Current Memberships

- Academy of Criminal Justice Sciences
- American Criminology Society
- American Sociological Association. Section memberships: Comparative-Historical; Crime, Law and Deviance; Disability and Society; Mental Health
- Society for the Scientific Study of Religion

Selected Service

- Presider, Carolina Undergraduate Social Science Symposium, "Physical and Mental Health," University of South Carolina-Aiken, April 23, 2009
- Roundtable discussant, Carolina Undergraduate Social Science Symposium, College of Charleston, April 18, 2008
- Southern Sociological Society
 - Presider, "Religious and Cultural Divides," annual meeting held in Atlanta, April 21-24, 2010
 - Presider, "Religious Effects on Daily Life", annual meeting held in New Orleans, LA, March 24, 2006

John M. Hazy's Curriculum Vitae

January 2018

Address: Rm 2167 Cushwa Hall, Dept of Criminal Justice and Forensic Sciences (CJFS)
Youngstown State University (YSU)
One University Plaza
Youngstown, OH 44555
Office: (330) 941-1789, Fax: (330) 941-7206
Email: jmhazy@ysu.edu

Present Position: Professor and Graduate Coordinator, CJFS, The Bitonte College of Health and Human Services (BCHHS), YSU

Education:

- Fall 1995, Ph.D. in Sociology, Kent State University (KSU)
- Fall 1990, M.A. in Sociology, KSU
- Winter 1988, B.A. Major in Sociology, Minor in Math, YSU

Areas of Interest:

- Methodology (research, statistics, evaluation)
- Community Health (drugs, crime, and violence)
- Teaching (assessment, online learning)

Research and Academic Employment History:

- Professor (Dept of CJFS), August 2014 to present, YSU
- Associate Professor (Dept of CJFS), August 2009 to August 2014, YSU
- Graduate Coordinator of Master of Science in Criminal Justice Program, August 2004 to present, YSU
- Assistant Professor (Dept of CJFS), August 2003 to August 2009, YSU
- Research Specialist (Planning Dept), January 2002 to August 2003, Humility of Mary Health Partners (HMHP)
- Research Specialist (Marketing and Public Relations Dept), January 1997 to December 2001, HMHP
- Research Lab Manager, January 1994 to December 1996, St. Elizabeth Health Center
- Sociology Instructor, Summer 1992 to August 2003, KSU and YSU
- Research Associate (Office of Geriatric Medicine/Gerontology), Fall 1991 through Fall 1993, Northeastern Ohio Universities College of Medicine, "NEOUCOM" then, now called Northeast Ohio Medical University, NEOMED), Rootstown, OH
- Teaching Fellow (Sociology Dept), Fall 1990 through Spring 1992, KSU

Scholarship, Professional Publications, Peer-Reviewed:

- Hazy, John M. 2014. "Private Prisons: Advantages and Disadvantages" Academic Reference chapter in *Sage Encyclopedia of Criminal Justice Ethics*. Thousand Oaks, CA: Sage.
- Roby, Amanda L., Salvatore A. Sanders, John M. Hazy, and Teresa A. Volsko. 2013. "Disruptive Behavior in the Respiratory Therapy Workplace." *Respiratory Care Education Annual* 22(Fall):36-44.
- Hazy, John M., James A. Conser, Dan F. Ponstingle, and Ashley R. Kilmer. 2012. "The Ongoing Life and Times of the Ohio Council of Criminal Justice Education: a Forty Year Recollection and Resolve." *Criminal Justice Praxis: the Journal of the Ohio Council of Criminal Justice Education* Spring:1-27.
- Conser, James A., Dan F. Ponstingle, John M. Hazy, and Ashley R. Kilmer (editors). 2012. *The History and Evolution of the Ohio Council of Criminal Justice Education: 1971-2011*. Youngstown State University Printing Services: Youngstown, OH. (Note: portions of this peer-reviewed monograph are posted online at <http://www.occje.org/aboutoccje.htm#history>).
- Evans, Brian, Christopher M. Bellas, John M. Hazy, and C. Allen Pierce. 2012. "Education and Its Potential Relationship with Correctional Officer Stress." *Criminal Justice Praxis: the Journal of the Ohio Council of Criminal Justice Education* Winter:1-33.
- Chatburn, Robert L., Teresa A. Volsko, John M. Hazy, Lou N. Harris, and Salvatore A. Sanders. 2011. "Determining the Basis for a Taxonomy of Mechanical Ventilators." *Respiratory Care* Oct 13:12-23.
- Smith, Mathew T., John M. Hazy, and Gordon G. Frissora. 2010. "A Profile of America's Most Wanted: Reality vs. Media-Based." *Criminal Justice Praxis: the Journal of the Ohio Council of Criminal Justice Education* Spring:1-13.
- Sanders, Salvatore A., Donna McNierney, and John M. Hazy. 2009. "Podcasting as an Instructional Tool: Student and Faculty Perceptions." *Journal of Instructional Delivery Systems* 23(2):16-23.
- Boyd, Joan L., John M. Hazy, and Salvatore A. Sanders. 2007. "Communicating and Understanding Laboratory Test Results: What Matters?" *Labmedicine* 38(11):680-684.
- Mosca, Nancy W., Patricia M. Sweeney, and John M. Hazy. 2005. "Assessing Bioterrorism and Disaster Preparedness among School Nurses." *Journal of Public Health Management and Practice* November/December Supplement, 37-42.
- Watanakunakorn, Chatrchai, Catherine Wang, and John Hazy. 1998. "An Observational Study of Hand Washing and Infection Control Practices by Healthcare Workers." *Infection Control and Hospital Epidemiology* 19:858-860.
- Watanakunakorn, Paul W., Chatrchai Watanakunakorn, and John Hazy. 1996. "Risk Factors Associated with Clostridium Difficile Diarrhea in Hospitalized Adult Patients: a Case-Control Study--Sucralfate Ingestion is Not a Negative Risk Factor." *Infection Control and Hospital Epidemiology* 17:232-235.

Editor and Reviewer (Fall 2012 to Present):

- June 2017, paid reviewer, of Stats textbook by Lawrence, Sage Publications
- December 2016, paid reviewer, of Research textbook by Adams, Sage Publications
- Spring 2012, *Quality Matters* online course paid reviewer (\$100 per course)

- January 2012, paid reviewer, of Statistics for Criminal Justice and Criminology Students textbook by Fitzgerald/Fitzgerald, Sage Publications
- Summer/Fall 2012, paid reviewer, of Introduction to Criminal Justice textbook by Cole & Smith, Thomson/Wadsworth Publishing
- Fall 2014 to present, Co-editor, Criminal Justice Praxis (the online peer-reviewed journal of the Ohio Council of Criminal Justice Education), Editor from Spring 2011 to Spring 2014

Grants, Awarded (grant amount, Fall 2013 to Present):

- Fall 2017 through Summer 2019, Byrne Implement Grant for Violent Crime Reduction on Southside of Youngstown, (member of the Steering Committee who authored the grant, PI=Youngstown Neighborhood Development Corporation), \$550,000
- Fall 2015 through Spring 2016, Byrne Planning Grant for Violent Crime Reduction from US Department of Justice, (member of the Steering Committee who authored the grant, PI=Youngstown Neighborhood Development Corporation), \$150,000
- Summer 2016 through present, Strategic Prevention Framework State Incentive Grant (SPF SIG) Mahoning County, (member of the Steering Committee of the Drug Free Mahoning County Coalition who authored the grant) (\$100,000)
- Fall 2015 through Spring 2016, YSU Faculty Development, “Service Learning Community” (\$500 for a speaker/workshop)
- Fall 2014 – Summer 2016, Community Foundation of the Mahoning Valley, evaluator of the Mahoning Valley Healthy Kids Coalition (multi-year, up to \$10,000 per year)
- Summer 2013 through Fall 2014, Ohio Consortium of Crime Science, one of the screened members statewide who will respond to requests from criminal justice organizations for methodological support (\$372,705)
- Spring 2015-Fall 2016, Ohio State University Prescription Drug Use among College Students, partner school (in-kind contribution of sample of 3,000 YSU students)
- Spring 2011 through Spring 2014, SAMHSA (Substance Abuse and Mental Health Services Administration) Strategic Prevention Framework State Incentive Grant “Heroin and Prescription Drug Use Among College Students Ages 18-25”, Mahoning County Alcohol and Drug Addiction Services (MCADAS) Board (member of the Steering Committee of the Drug Free Mahoning County Coalition who authored the grant) (\$318,000)
- Summer 2013 through Spring 2014, Drug Awareness among Vulnerable Students, funded by the Centofanti Faculty Research Fund of YSU’s BCHHS (\$2,500)

Grants, Awarded (grant amount, Fall 2003 to Present): awarded 16 grants from 2003 – 2012 totaling more than \$250,000.

Scholarship, Professional Presentations:

- April 2016, John M. Hazy, “Non-Medical Use of Prescription Drugs: Highlighting College Students”, Ohio Council of Criminal Justice Education 14th Annual Research Conference, Sylvania, OH (Lourdes University)
- April 2015, John M. Hazy, “What Do Ohio Counties with High Drug Overdose Deaths Look Like?”, Ohio Council of Criminal Justice Education 13th Annual Research Conference, Sylvania, OH (Lourdes University)

- March 2015, John M. Hazy, Rick Rogers, Susan Clutter, and Rob Wardle, "Maps and Rubrics: Good for Faculty and Students Too!", YSU Office of Assessment Poster Day (Finalist for \$500 award)
- April 2014, John M. Hazy, "A Systematic Review of Rehabilitation for Drug Abusing Criminals", Ohio Council of Criminal Justice Education 12th Annual Research Conference, Tiffin, OH (Tiffin University)
- March 2014, Cathy Bieber Parrott and John Hazy, "Assessment as a Motivator for Scholarship", BCHHS Faculty Research Symposium, Kilcawley Center, YSU
- April 2013, John M. Hazy, Julie Orto, and James Scollione, "Digging Assessment as a Way to Cultivate Research ", Ohio Council of Criminal Justice Education 11th Annual Research Conference, Sylvania, OH (Lourdes University)
- April 2013, John M. Hazy and BCHHS Assessment Committee, "BCHHS Assessment's Student Learning Objectives as a Catalyst for Research", YSU Office of Assessment Poster Day (Finalist for \$500 award)

Scholarship, Professional Presentations, continued: (22 presentations from 2004-2012)

Teaching Experience, Specific Courses Taught with Department and YSU catalog number:

1. Advanced Criminology (CJFS 6915) web/online only
2. Aging and Ethnicity (Sociology 3756)
3. Aging and Society (Sociology 3703)
4. Corrections (CJFS 2603, team taught with Dr. Christian Onwudiwe)
5. Crime and Delinquency (CJFS 3735)
6. Criminal Justice Research (CJFS 3712) IDL, and web/online
7. Data Analysis Class (Sociology at KSU)
8. Data Analysis Lab (Sociology at KSU)
9. Epidemiology (HMHP to Family Medicine and Internal Medicine physicians/residents)
10. Fundamentals of Sociology (no longer offered, see Sociology 1500)
11. Grant Writing (Health Professions 6981), IDL
12. Grant Writing in Criminal Justice (CJFS 6985) web/online
13. History of Social Theory (no longer offered, see Sociology 3749)
14. Individual and Society (Sociology at KSU)
15. Inequality in Societies (Sociology at KSU)
16. Introduction to Criminal Justice (CJFS 1500)
17. Introduction to Sociology (Sociology 1500)
18. Principles of Sociology (no longer offered, see Sociology 1500)
19. Quantitative Data Analysis Lab (Sociology at KSU, graduate course)
20. Research and Statistics in Health and Human Services (CJFS 6942), IDL, web/online
21. Research Methods in Health and Human Services (CJFS 6945) web/online
22. Senior Seminar (CJFS 4800), IDL
23. Social Statistics (CJFS 3710) and IDL
24. Sociology of Aging (Sociology 4803)
25. Statistical Techniques in Health and Human Services (CJFS 6940)

- 26. Theories of Gerontology (Sociology 3755)
- 27. Women and Justice (CJFS 4851), IDL
- 28. Drugs and Crime (CJFS 4850D/6950D), web/online

Advisor on Dissertations, Graduate Theses, and Graduate Papers (Fall 2003 to Present):

- Hammond, Lacey, graduate paper, defended in Summer 2017
- Mogg, Emily, thesis, defended Spring 2017
- Ferraro, Lindsey, thesis, defended Summer 2016
- Hundelt, Missy, thesis, defended Spring 2016
- Reents, Lawrence, thesis, defended Spring 2016
- Bryant, Cornelia (Corey), dissertation (YSU School of Education-specialty in Health Promotion), defended Spring 2015, "An Exploratory Study of EMS Program Directors and Their Academic Success", Co-Advisor with Chuck Vergon
- Shields, Jessica, graduate paper, defended Spring 2015, "Police Management of Domestic Violence Cases", with Christopher Bellas and Robert Wardle
- Adkins, Christopher, thesis, defended Summer 2015, "Motivation to Become a Police Officer: Have Times Changed?", with Rick Rogers and Gordon Frissora
- Miles, Joseph, thesis, defended Fall 2014, "Public Policy and Private Prisons: a Look into Immigration Evidence ", with Christopher Bellas and Robert Wardle
- Orto, Julie, thesis, defended Fall 2013, "From Steel Cities to Steal Cities: Is Rusty Risky for High Crime?", with Richard Rogers and Christopher Bellas
- Rutherford, Frank, graduate paper, defended Fall 2013, "Pros and Cons of a Fitness Program for Police Departments", with Al Pierce and Gene Donofrio
- LaRiccia, James, dissertation (YSU School of Education), scheduled to defend Spring 2018, Jane Beese as Advisor
- Dombroski, Ed, dissertation (YSU School of Education), defended Spring 2017, Jane Beese as Advisor
- Rowe, Ron, dissertation (YSU School of Education), defended Fall 2016, Chuck Vergon as Advisor
- Haney, Chelsey, thesis, defended Spring 2016, Christopher Bellas as Advisor
- Neal, Timothy, dissertation (YSU School of Education), defended Summer 2015, Bob Beebe as Advisor
- Wilkens, Patrick, thesis, scheduled to defend Fall 2016 Gordon Frissora as Advisor
- Keene, Katie, thesis, defended Spring 2015, Richard Rogers as Advisor
- Mason, Alyssa, thesis, defended Spring 2015, Richard Rogers as Advisor
- Burnside, Ebony, thesis, defended Fall 2014, Richard Rogers as Advisor
- Young, Derick, thesis, defended Spring 2014, Patricia Wagner as Advisor
- Swadener, Terrance, thesis, defended in Summer 2013, Rob Wardle as Advisor
- Bowen, Zack, graduate paper, defended Summer 2012, "Issues Involving DNA Utilization by Police for Nonviolent Crime", with Rob Wardle and Chris Bellas
- Shine, Dorina, graduate paper, defended Spring 2012, "Alternative Recovery Solutions: a Case Study of Substance Abuse and Its Management by an Informed

Criminal Justice Professional”, with Christian Onwudiwe and Victor Wan-Tatah (Dept of Pan African Studies)

- Served on 46 master’s theses from 2004-2012.

Professional Membership (Fall 2003 to Present):

- Fall 2015 to present, Ohio Academy of Science (OAS)
- Summer 2013 to present, Ohio Consortium of Crime Science (OCCS)
- Spring 2007 to present, American Society of Criminology (ASC)
- Fall 2003 to present, Academy of Criminal Justice Sciences (ACJS)
- Fall 2003 to present, Ohio Council of Criminal Justice Education (OCCJE):
 - Criminal Justice Praxis Co-Editor, Summer 2014 - present
 - Criminal Justice Praxis Editor, Spring 2011 to Spring 2014
 - Criminal Justice Praxis editorial board member, Spring 2009 to Fall 2010
 - President, Spring 2007 to Spring 2008; Spring 2010 to Spring 2011
 - 1st Vice-President, Spring 2006 to Spring 2007
 - 2nd Vice-President, Spring 2005 to Spring 2006
 - Served as host, twice, to the annual Research Conference on April 24, 2009 at YSU (150 registered, 74 presenters) and on April 9, 2010 (172 registered and 92 presenters)—both were the largest in OCCJE 12-year history with doing the research conference and both were the only times it was held at YSU
 - Board of Trustee, Spring 2004 to Spring 2005
- Spring 2012 to Summer 2015, Text and Academic Authors Association (TAA)

Professional Development:

- January 2018, completed the workshop “Fresh Start for Faculty”, sponsored by the YSU Faculty Development program
- December 2017-January 2018, completed the workshop “The 7 Steps of Data Analysis”, conducted by William O’Bannon (<http://www.williamsbannonassociates.org>)
- January 2017, completed the workshop “Fresh Start for Faculty”, sponsored by the YSU Faculty Development program
- April 20, 2016, completed the workshop “Service Learning 101”, sponsored by the YSU Faculty Development program
- January 2016, completed the workshop “Fresh Start for Faculty”, sponsored by the YSU Faculty Development program
- January 8 and 9, 2015, completed the workshop “Fresh Start for Faculty”, sponsored by the YSU Faculty Development program
- September 24, 2014, completed the workshop “Tips for Responding to Challenging Student Behavior”, sponsored by the YSU Faculty Development program
- February 13, 2014, completed the workshop “Managing Conflict”, sponsored by the YSU Faculty Development program
- January 6 and 7, 2014, completed the workshop “Fresh Start for Faculty”, sponsored by the YSU Faculty Development program
- October 8, 2013, completed the workshop “Teach Students How to Learn: Metacognition is the Key”, sponsored by the YSU Faculty Development program

- September 19, 2013, completed the workshop “Best Practices for Using an iPad in the Workplace”, sponsored by the YSU Faculty Development program
- September 19, 2013, completed the workshop “Classroom Assessment Techniques--CATS”, sponsored by the YSU Faculty Development program
- July 2013, completed the Ohio Quality Matters online two-week workshop training “Becoming a Reviewer for Quality Matters”
- June 2013, completed the Ohio Quality Matters online two-week workshop training “Applying the Quality Matters Rubrics”
- April 2013, completed the workshop “Adding Mastery and Meaning to Every Class”, sponsored by the YSU Faculty Development program
- April 5, 2013, completed the workshop “Intermediate Best Practices in Online Course Development”, sponsored by the YSU Faculty Development program and YSU’s Office of Distance Education
- March 27, 2013, completed the workshop “Brush-up on Research Statistics: What’s a Chi Square, Again?”, sponsored by the YSU Faculty Development program
- March 1, 2013, participated in the “Northeast Ohio Regional Marijuana Summit: the Blunt Truth about Marijuana”, at Independence (Cleveland), OH
- January 9, 2013, completed the workshop “Best Practices in Online Course Development”, sponsored by the YSU Faculty Development program and YSU’s Office of Distance Education

Professional Development, continued:

- January 10, 2011, completed eight hours of training in the operation of the AFIX Tracker Automated Fingerprint and Palm Print System, sponsored by the YSU CJFS
- Spring 2011, completed the “Applying the Quality Matters Rubric” workshop training, Notre Dame College in Cleveland, OH

Special Statuses, Awards, or Honors (Fall 2003 to Present):

- Spring 2015, YSU Distinguished Professorship Award in Service
- Spring 2013 to present, selected as a member of the Ohio Consortium of Crime Science, a statewide group that serves as a methodological resource to criminal justice organizations (also listed in “Service, Community”; for details see [http://www.ncja.org/sites/default/files/documents/K Moore and L Shoaf Ohio Consortium of Crime Science.pdf](http://www.ncja.org/sites/default/files/documents/K%20Moore%20and%20L%20Shoaf%20Ohio%20Consortium%20of%20Crime%20Science.pdf))
- Fall 2013 to present, Quality Matters (of Ohio) Reviewer
- Fall 2007 to present, faculty appointment, Consortium of Eastern Ohio, Master of Public Health in conjunction with NEOMED
- April 23, 2013, invited and served as the featured speaker at the annual Alpha Kappa Delta (sociology national honor society) induction banquet at Westminster College, presented “Opportunity and Honor: an Investigative Onus (OHIO)”, Westminster, PA

Service (all types of service are Fall 2003 to Present)

Department of Criminal Justice and Forensic Sciences (YSU):

- Summer 2016 to present, Advisor to the Criminal Justice Student Scholar Program

- Fall 2016 to Spring 2017, Criminal Justice and Forensic Science Tenure-Track Assistant Professor Search Committee (Chair)
- Fall 2012 to present, Online Graduate Program Committee
- Fall 2012 to present, Promotions Committee

Service at YSU, The Bitonte College of Health and Human Services (BCHHS), College:

- Fall 2011 to present, BCHHS Graduate Curriculum Committee
- Fall 2008 to present, BCHHS Assessment Committee
- Fall 2008 to present, BCHHS Research Committee

Service at YSU, University:

- Summer 2017, Great Colleges Survey Results Coding Committee member
- Spring 2017, Associate Provost for Student Success Search Committee member
- Spring 2017, Distinguished Professor Review Committee member
- Spring 2015, Dean of the College of Graduate Studies Search Committee member
- Fall 2013 to present, Graduate Program Review Committee of the Graduate Council
- Fall 2013 to present, Graduate Student Enrollment Committee of the Graduate Council (Chair Fall 2013 to Fall 2016, member Spring 2017 to present)
- Summer 2013 to present, Graduate Council member
- Summer 2013 to present, Graduate Curriculum Committee member
- Spring 2013, Distinguished Professor Review Committee member

Service, Community:

- Spring 2014 to present, Meridian Community Care, Board of Trustee
- Spring 2013 to present, Ohio Consortium of Crime Science member, a product of the Ohio Office of Criminal Justice Services and the University of Cincinnati
- Spring 2013 to Fall 2013, Treatment Alternatives to Street Crime (TASC), Board of Trustee
- Summer 2010 to Fall 2016, Tri-County Community Health Assessment/Improvement Planning Initiative (CHAP/CHIP), Steering Committee Member and Webmaster)
- Spring 2013 YSU Nutrition Intern Offsite Community Supervisor
- Spring 2010 to present, Drug-Free Mahoning County Coalition, Steering Committee Member

Curriculum Vitae

David William Griswold, PhD, DPT
Youngstown State University
Department of Physical Therapy
One University Plaza
Youngstown, OH. 44555
dwgriswold@ysu.edu

Education:

NOVA Southeastern University, Ft. Lauderdale Fl. 2011-2017
Ph.D. in Physical Therapy
May/2017

Youngstown State University, Youngstown, OH. 2005-2008
Doctorate of Physical Therapy
August/2008

Licensure Information:

Ohio Occupational Therapy, Physical Therapy, and 2008-Present
Athletic Trainers Board: License number: 012200

Certifications:

Certified Orthopedic Manual Therapist (COMT) 2010-Present
Through Maitland Australian Physiotherapy Seminars

Certified Mulligan Practitioner (CMP) through 2013-Present
The Mulligan Concept

Certified in Integrative Dry Needling (CIDN) 2009-Present

Certified Workability Therapist (CWT) 2009-Present

Employment / Professional Positions:

Tenured Assistant professor 2012-Present
Department of Physical Therapy
Youngstown State University
Youngstown, OH.

Faculty Instructor for Integrative Dry Needling 2015-Present

Publications:

Griswold D, Kolber, M, Learman K, Cleland, J. A Pragmatically Applied Cervical and Thoracic Non-thrust Mobilizations versus Thrust Manipulation for Patients with Mechanical Neck Pain: A Multicenter Randomized Clinical Trial. *J Ortho Spor Phys Ther.* **Accepted not in print**

Griswold, D., Learman, K., O'Halloran, B., & Cleland, J. (2015). A preliminary study comparing the use of cervical/upper thoracic mobilization and manipulation for individuals with mechanical neck pain. *Journal of Manual & Manipulative Therapy, 23*(2), 75-83.

Griswold, D., Rockwell, K., Killa, C., Maurer, M., Landgraff, N., & Learman, K. (2015). Establishing the reliability and concurrent validity of physical performance tests using virtual reality equipment for community-dwelling healthy elders. *Disability and rehabilitation, 37*(12), 1097-1101.

Schomacher J, Gattermeier A, **Griswold D,** Learman K. Manuelle Traktion **entfernt die Gelenkflächen in der Schulter: eine Beobachtungsstudie (Manual traction separates the joint surfaces in the shoulder: an observation study).** *Pt_Zeitschrift für Physiotherapeuten.* 2014;66:22-32.

Textbook:

September 25, 2014

ISBN-13: 978-0132653060

Text Title: 100 Orthopedic Cases

Status: Contributor

Professional Seminars Conducted:

OPTA Scientific Symposium: A Randomized Controlled Trial Comparing Dry Needling to Mobilizations for Patients with Mechanical Low Back Pain. 2017

Integrative Dry Needling Advanced Course and Certification. Raleigh, NC. 2017

Integrative Dry Needling for Pain Management and Sports Rehabilitation: Youngstown, OH.; Las Vegas, NV.; Blaine, MN.; Cleveland, OH.; Columbus, OH.; Baton Rouge, LA.; Boston, MA.; Phoenix, AZ.; Gastonia, NC.; Cincinnati, OH., Cincinnati, OH.; Phoenix, AZ. 2017

Integrative Dry Needling for Pain Management and Sports Rehabilitation: Youngstown, OH.; Rhode Island, Minneapolis, MN.; Cincinnati, OH.; Boston, MA.; Edison, NJ.; 2016

Lexington, KY.; Frisco, TX

Introduction to Dry Needling: OPTA Event Youngstown State.	2015
Integrative Dry Needling for Pain Management and Sports Rehabilitation: Iowa City, IA, Columbia, SC., Columbus OH. Frisco, TX., Austin, TX., Louisville, KY., New Orleans, LA.	2015
Integrative Dry Needling for Pain Management and Sports Rehabilitation: Cleveland, OH, Charleston S.C, Fairfax, VA.	2014
American Academy of Orthopedic Manual Therapy (AAOMPT) Conference Presenter. Dry Needling and Clinical Reasoning: Is there enough information? San Antonio, TX.	2014
Rehabilitation Considerations for Vestibular Concussions. Tudor Physical Therapy Boardman, OH.	2014
Integrative Dry Needling for Pain Management and Sports Rehabilitation: Solon, Ohio	2013
Anatomy and Palpation Lab Northeastern Ohio Medical University	2013-2017

Grant Activity:

Learman KE, **Griswold DW**. A randomized controlled trial comparing the use of trigger point dry needling to manual therapy for patients with mechanical low back pain. Ohio Physical Therapy Research Fund: Applied for \$2500.00 (unfunded)

Griswold D., Cleland, J., Kolber, M., Learman, K. A Pragmatically Applied Cervical and Thoracic Non-thrust Mobilizations versus Thrust Manipulation for Patients with Mechanical Neck Pain. A Multicenter Randomized Clinical Trial. American Academy Orthopedic Manual Therapy Cardon Research Fun: Applied for \$6000 and received \$3000.00.

Membership in Professional Organizations:

American Physical Therapy Association	2005–Present
Orthopedic Specialty section of the APTA	2006-Present
Ohio Physical Therapy Association	2005-Present
American Academy of Orthopedic Manual Therapy	2011-Present

University Service:

Academic Senate Member	2014-2016
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Bitonte College of Health and Human Service:

Deans Advisory Committee 2013-2016

Departmental Service:

Admissions Committee 2012-Present
Advisory Committee 2012-Present
Curriculum Review Committee 2012-Present
Faculty Search Committee 2017
Scholarship Committee 2015-2017

Awards/Recognitions:

YSU Dean's Reassignment Time: 6 hours awarded 2014-2015. Project in data collection
YSU Research Professorship: 9 hours awarded in 2016
AAOMPT Cardon Rehabilitation Grant Awarded Funding in the amount of \$3000.00: 2015
Distinguished Alumni Award from the Department of Physical Therapy at YSU. 2015
Mahoning Valley Young Professional, 25 under 35. Community Foundation of the Mahoning Valley. 2017

Continuing Education/Professional Training Attended:

OPTA Scientific Symposium 2017
APTA Combined Sections Meeting 2017
Concussion...So What About It? 2016
Integrative Dry Needling Advanced Course 2014
Integrative Dry Needling for Pain Management and Sports Rehabilitation. 2014
Introduction to Dry Needling using an Integrative Approach 2014
Motivational Interviewing 2013
Youngstown State University
From Clinic to Classroom; A Faculty Development Workshop for New PT and PTA Faculty 2013
Certified Mulligan Practitioner Exam 2013
Mulligan Advanced Follow-up Course 2013

YSU Doctoral Program Academic Courses Instructed:

PHYT 8901 Clinical Decision Making I 2012-Present
PHYT 8905 Clinical Decision Making II 2012-Present
PHYT 8909 Clinical Decision Making III 2012-Present
PHYT 8800 Pathology 2012-Present
PHYT 8926 Imaging and Lifespan Pathology 2012-Present
PHYT 8904 Integrated Clinical Education 2013-2015
PHYT 8930 CDM IV: Advanced Cases 2012-Present

CURRICULUM VITAE

Jane Louise Wetzel
2602 Cole Road, Wexford, PA 15090
724-513-4074
Doctorate of Physical Therapy, Youngstown State University

Education: University of Pittsburgh
Pittsburgh, PA
1993 - 2001
Exercise Physiology
Doctor of Philosophy: 8/11/2001

Licensure Information/Registration Number: OH # 012603
PA # 003239-L
CA #9784

Employment and Positions Held: Faculty, Department of Physical Therapy
Associate Professor
College of Health and Human Services
Youngstown State University
Youngstown, Ohio 44555
August 2009- Present

Peer Reviewed Publications:

Potter CN, Wetzel JL, Learman KE. Effect of sensory adaptations for dental care in individuals with intellectual and developmental disabilities: A preliminary study. *Journal of Intellectual and Developmental Disability* (accepted 11/2017)

Wetzel JL, Cohen M, Pohle-Krauza RJ, Nelson MD, Field-Fote EC. Impact of locomotor training and level of injury on ventilation in persons with motor-incomplete spinal cord injury. *Physiotherapy Research International* – Revision in review (PRI-Apr-2017-RA-0014.R1 Re-submitted November 2017)

Wetzel JL: Pathophysiology, Examination, and Management of Ventilatory Pump Disorders. *In; Clinical Exercise Pathophysiology for Physical Therapy: Examination, Testing and Exercise Prescription for Movement Related Disorders.* SLACK Inc., 6900 Grove Road, Thorofare, N.J. 2015.

Wetzel JL, Roy B: Pathophysiology, Examination, and Management of Gas Exchange Disorders. *In; Clinical Exercise Pathophysiology for Physical Therapy: Examination, Testing and Exercise Prescription for Movement Related Disorders.* SLACK Inc., 6900 Grove Road, Thorofare, N.J. 2015.

Abstracts (published and presented):

Wetzel JL, Giuffre SM, Guy RA, Sarac E. Impact of strength on physical performance and quality of life in an outpatient dialysis population. *Combined Sections Meeting APTA* (February 2018)

Giuffre SM, Wetzel JL, Pohle-Krauza R, Sarac E, Guy R. Safety and efficacy of Acthar Gel in an outpatient dialysis population. *Combined Sections Meeting APTA* (February 2018)

Wetzel J, Bosso F, Furey A. Impact of Abdominal Binder on Six-Minute Arm Test Performance in a Person with Tetraplegia. *Poster presentation American Congress of Rehabilitation Medicine*(October 2014)

Sarac E, Wetzel J, Valino C, Guiffre S, Jonda J, Glenn C, Alexander C. Physical Performance in Ambulatory Patients on Dialysis. *Poster presentation National Kidney Foundation Spring Clinical Meetings* (April 2014)

Johnstone J and Wetzel, J. The influence of high-intensity inspiratory muscle training on activities of daily living in an individual with COPD: A case report. *Poster presentation PPTA Annual Conference*(October 2013).

Funded/In Review Grant Activity:

Sarac E, Wetzel J in Partnership with Mercy Medical Research “Treatment of Dialysis-Related Amyloidosis Using Lixelle® β 2-microglobulin Apheresis column” Preliminary contract and budget currently under review for feasibility.

Sarac E, Wetzel J (Co-PI), Guiffre S, Pohle-Krauza, R.
Amount: \$76,809.75 of award \$52,000 Funded
“Safety and efficacy of Acthar gel in outpatient dialysis patient population”
Award from Questcor/Mallinkrodt Pharmaceuticals, Inc. June 2014.

Sarac E, Wetzel J (Co PI), Guiffre S, Valino C, Jonda J, Glenn C, Alexander C.
Amount: \$5000 Funded
“Impact of End Stage Renal Disease Staging on the Strength, Physical Performance, and Quality of Life for Patients Receiving Dialysis.”
March 2013-Medical Research Council of St Elizabeth’s Medical Center

Membership in Scientific/Professional Organization:

American Physical Therapy Association – 25 yrs
Section Member – Acute Care – 12 years
Cardiopulmonary - 25 yrs;
Neurology - 18 years

Positions Held in Scientific/Professional Honorary Societies:

Acute Care Section (APTA)

Editorial Board: Associate Editor JACPT March 2005 - present

Cardiopulmonary Section (APTA)

Neurology Section (APTA)

Consultative and Advisory Positions Held:

CAN-DO Multiple Sclerosis Consultant and Team leader 2007-Present

Chatham Univ. External Reviewer for Capstone Promotion of Faculty 2016

Community Service:

Member: Ohio Older Adult Fall Prevention Coalition; July 2011 – 2015

Member: Midwest Injury Prevention Alliance; May 2012 – 2015

Services to the University/College/School on Committees:

Youngstown State University -University Committees

Distinguished Professor Criteria Task Force 2018

Faculty Senate -2011 – 2013

Academic Research Committee 2012 – 2014

Youngstown State University- College Committees

Library Committee 2009-Present

Bitonte College Undergrad Curriculum Committee 2010- present

Promotion Committee 2017

Honors and Awards:

Carlin-Michels Achievement Award 2016- Pennsylvania Physical Therapy Association

Archives Physical Medicine Elite Reviewer Award 2016

Distinguished Professor Award in Scholarship 2015

DEANS AWARD for Research and Success in External Funding 2014

Continuing Education Attended (last 7 years):

ACRM 2014 (Toronto, Ca)

CPA Congress 2012 (Saskatoon, Ca)

APTA Federal Advocacy Forum 2012

APTA Combined Section Mtg 1995-2002, 2004-2006, 2008-2010, 2013, 2016-18

Beidler E, Med, ATC

Griswold D, PT, DPT, CPMT, CMP, CIDN
YSU Clinical Education Appreciation Event, Youngstown, Ohio

2017 (Sept) Geriatric Workforce Enhancement Program; facilitator training for interprofessional education using TeamSTEPPS approach. NEOMED, Rootstown, Ohio

Current Teaching Responsibilities

Fall Semester : Clinical Decision Making II (Content taught-primary role)
Intro to PNF, Endurance Exercise, Diabetes, Cardiovascular Complication as a Co-Morbidity, Pulmonary Complication as a Comorbidity, Primary Pulmonary Disorders (evaluation and interventions), Guillian Barre, Spinal Cord Injury Unit. Supervise student skill acquisition in Penguin PT.

Clinical Decision Making IV (Content taught-primary role)
Cardiac Rehabilitation, Congestive Heart Failure, Transplantation, Pacemakers and Artificial Heart, Intensive Care Case Management Cases. Supervise student skill acquisition in Penguin PT.

Advanced Cases IV – Congestive Heart Failure-Prognosis

Critical Inquiry III - Support/Advisement

Critical Inquiry Planning – Support/Advisement

Spring Semester : Clinical Decision Making I (Content taught-primary role)
Health screening and lifestyle assessment, vital signs, cardiovascular evaluation, neurologic evaluation (sensory, balance, coordination, reflex, tone exam), introduction to cardiovascular interventions, introduction to neurological interventions, introduction to the critical care environment and exercise physiology module. Assisting instructor for a variety of other introductory topics. Supervise student skill acquisition in Penguin PT.

Clinical Decision Making III (Content taught-primary role)
Acute care evaluation, cardiothoracic post surgical conditions evaluation and management, EKG, ABG, Lab value interpretation, respiratory failure and ventilator assisted patients, breathing retraining, cardiopulmonary conditions as a secondary issue in patients with neurological dysfunction, functional PNF, Multiple Sclerosis. Assist in Neurologic site visits for evaluation and treatment and case

applications/integration session. Supervise student skill acquisition in Penguin PT.

Advanced Cases III- COPD Case – Intervention

SCI Case – Diagnosis : Assisting instructor covering resp concerns

Critical Inquiry II- Guiding students through designing, developing and presenting research. Assigned 4 students.

Clinical Experience III – Supervision of 6-8 students
phone calls, mid-term site visits as assigned yearly

Theresa L. Duncko
Adjunct Professor
Department of Teacher Education
Beeghly College of Education
Youngstown State University
Youngstown, OH 44555
(330) 941-1320
(330) 941-3032 (FAX)
E-mail: tduncko@ysu.edu

Education:

Ph.D., 2006 Curriculum and Instruction, Kent State University, Kent, OH

Professional Positions:

2017-present Adjunct Professor, Department of Teacher Education, Youngstown State University
2014-2017 Assistant Professor, Department of Teacher Education, Youngstown State University

Certification or Licensure:

Library Science, K-12, Permanent	Ohio	Current
Elementary Teacher 1-8	Ohio	Expired
Special Education, K-12, Permanent	Ohio	Current

Consulting:

New Castle (PA) City Schools & Youngstown State University Partnership, Content Area Reading Strategies, grades 7-12, September 2013 to March, 2014.

Publications:

Refereed:

Saunders-Smith, G.; Duncko, T. (Fall, 2016). *Co-Teaching in teacher preparation: Where everyone is a learner*. Ohio Journal of Teacher Education.

Duncko, T., & Dowdy, J. K. (2012). What's the news? Using newspaper articles to inspire poetry writing. *Excelsior*, 7(1).

Duncko, T., Dowdy, J. K. & Hartz, A. (2011). From visual arts to the big screen: Comic strips

enhance literacy; A workshop approach. *Ohio Reading Teacher*, 41(1), 18-23.

Padak, N., Baer, A., Duncko, T., Baycich, D., Golden, S., & Moransky, M. (2004). Ohio Reads:

Lessons learned from successful schools. *Ohio Reading Teacher*, 36, 5-10.

Jones, S. W. & Jenkins, C. J. (1988) Overcoming the trend of disproportionate numbers of minorities in special education. *Refereed Publications*, 68(2), 197 - 203.

Presentations:

Duncko, T. (October, 2016). *Blind Date with a Book*. OCIRA & U. of Akron, Cleveland State, Kent State & YSU Reading Conference.

Duncko, T. (January 22, 2014). Teaching Demonstration. *Read Aloud & Sketch-to-Stretch*. YSU & New Castle Area School District Partnership.

Duncko, T., Saunders-Smith, G. & Nybell, C. (October-December, 2013). *Content Area Reading Strategies for grades 7-12*. YSU & New Castle Area School District Partnership.

Professional Organization Membership:

Association of Literacy Educators and Researchers (ALER)
Association for Supervision and Curriculum Development (ASCD)
Council for Exceptional Children (CEC)
International Reading Association (IRA)
National Council of Teachers of English (NCTE)
Ohio Council of International Reading Association (OCIRA)
Phi Delta Kappa

Courses Taught:

TERG 2601	Reading in the Content Areas, K-3	3 s.h.
TERG 2610	Reading in the Content Areas, 4-9	3 s.h.
TERG 3711	Reading in the Content Areas, 7-12	3 s.h.
TERG 3702	Developmental Reading	3 s.h.
TERG 3703	Assessment of Reading Difficulties	3 s.h.
TEMC 3706	Middle Childhood Methods, ELA	3 s.h.
TCED 6922	Principles of Instruction	3 s.h.
TCED 6932	Action Research	3 s.h.
TERG 6922	Organizing and Managing Diverse Envir	3 s.h.
TERG 6924	Reading Programs in Secondary	3 s.h.
TERG 6928	Practicum in Corrective Reading	3 s.h.
TERG 6929	Language Arts Professional	3 s.h.

Selected University Service:

Graduate Council Assistantship Allocation Committee

SPROUT! Foundation: Team member for online summer writing camp

Technology Integration Committee, chair, Teacher Education

Developed new graduate-level online course in Differentiated Instruction

Coordinator: Youngstown State University – New Castle Area School District Professional Development

Youngstown State University English Festival Monitor

Grants Received:

“Reading ROCKS!,” *Martha Holden Jennings Grants-to-Educators* \$2,500.00 (Principal investigator).

STACY ADDUCI, PH. D.

3513 Timber Point Blvd. • Hubbard, Ohio 44425
stacy.adduci@gmail.com • 330.507.0424 (c) • 330.534.9944 (h)

EDUCATION

- **Doctor of Philosophy, Education** (specialization E-learning)
Northcentral University, Prescott Valley, Arizona, December 2016, GPA 4.00/4.00
- **Master of Science, Education**
Youngstown State University, Youngstown, Ohio, December 2008, GPA 4.00/4.00
Secondary Teaching License 7-12 (Fall 2007): Integrated Math & Integrated Science
Four Praxis Tests passed (Summer 2007): Teaching & Learning, Mathematics Content Knowledge, Physics Content Knowledge, Biology and General Science
- **Master of Science, Manufacturing Management**
Kettering University, Flint, Michigan, December 1994, GPA 3.74/4.00
- **Bachelor of Science, Mechanical Engineering**
University of Pittsburgh, Pittsburgh, PA, April 1989, GPA 3.55/4.00
Senior Thesis: The Rheology of Polymeric Liquids

WORK EXPERIENCE

- **Part-time Faculty, Teacher Education Department**
Youngstown State University, Youngstown, Ohio (Jan. 2018 – Present)
 - Teach graduate level online course: Curriculum, Assessment and Instruction to Improve Learning (*Blackboard LMS*)
- **Part-time Faculty, Business Management Department**
Eastern Gateway Community College, Youngstown, Ohio (Sept. 2017 – Present)
 - Teach undergraduate online course: Principles of Management (*LoudCloud LMS*)
- **High School Teacher, Math/Science**
Girard City Schools, Girard, Ohio (2007 – Present)
 - Teach Algebra I and Biomedical Science courses across 9-12 grade levels
 - Used differentiated learning, while incorporating e-learning, technology, and personal learning styles (*see Teaching Philosophy*)
 - Teacher Rating: Most Effective —90-100% students met/exceeded growth target
- **Part-time Math Instructor, Math Department**
Youngstown State University, Youngstown, Ohio (2004 – 2006)
 - Taught applied math and statistics students not majoring in math
 - Taught live classes and online classes (initial introduction of distance learning)
 - Published Supplemental Instructor Notes (2005 – 2006)
 - Initiated contact with publisher and retained contract to write and develop Instructor notes (Power Point slides) for entire text (23 chapters)
 - Textbook: *For All Practical Purposes, 7ed*, Publisher: COMAP W.H. Freeman and Company: New York, NY—*Text used when I was a YSU part-time instructor*

WORK EXPERIENCE, continued

- **Home-Based Part-time jobs** (*during formative years of my children*) (2000 – 2004)
 - Math/Science private tutor for various K-12 students and one gifted child—(two year weekly lessons for gifted elementary child--taught Physics and Chemistry)
 - Standardized testing private tutor for strategies/help to increase ACT and SAT scores
 - Marketing and computer web designer for children video

- **Sr. Mechanical Engineer & Supervisor**
Delphi Automotive, Warren, Ohio (1989 – 2000)

Sr. Marketing Analyst for Asia Pacific Region (1999-2000)
Leader and technical USA-contact for connection system product line issues
Personal Awards: *Asia Pacific Product Line Development Award & Excellence in Action*

Supervisor for Product Engineering in Battery Cable Business Segment (1997 – 1999)
Supervised/ managed Application, Component, and Sales Engineers for battery products
Implemented DFMEA (Design Failure Mode Effect Analysis) improve products/processes

Sr. Product Development Engineer in Advanced Engineering Department (1993 – 1997)
Developed/designed innovative future Bussed Electrical Center (Routed Press Fit Layer)
Gave several technical presentations and taught classes on new products
Received awards (Lightening Awards, Patents, Disclosures in Advanced & Components)

Component Engineer in Product Engineering Department (1989 – 1983)
Developed, designed, tested, improved, and validated electrical connections systems
Became product leader, supervised students, and trained new employees

GRANTS, AWARDS, AND U.S. PATENTS

- **National Certification Awarded to Biomedical Program** (2010)
 - Lead the implementation and national certification of the Project Lead the Way Biomedical Science Program
 - Real-world, problem-based four-year curriculum

- **Martha Holden Jennings Foundation, Inc.** Cleveland, Ohio (2007)
 - Secured a grant to procure latest technology equipment (SMART Board) for individual classroom

- **House Bill 190 Government Educational Grant**, approx. \$20,000.00 (2005-2006)
 - Part of first cohort class of YSU and TCTC Ashtabula class of STEM professionals to gain certification to teach high school math science

- **United States Patents**, Automotive Industry General Motors/Delphi (1989-2000)
Patents are listed under maiden name, Stacy A. Brussalis or Stacy Ann Brussalis
 - 5,026,298 Electrical Connector with Connector Position Assurance
 - 5,715,135 Electrical Distribution Center with Two-Piece Insulation Assembly
 - 5,801,335 Swage Lock Fastener

- **Technical Disclosures**, Automotive Industry General Motors/Delphi (1989-2000)
 - Shorting Clip/Connector Airbag Assembly, and Connector Position Assurance Device₉₆

CURRICULUM VITAE

Rachael J. Pohle-Krauza, PhD, RDN / LD

Associate Professor of Nutrition

Youngstown State University, Department of Human Ecology
3044 Cushwa Hall, 1 University Plaza, Youngstown OH 44555

EMAIL: rjpohlekrauza@ysu.edu

RESEARCH INTERESTS

Nutrition & chronic disease (pulmonary, cancer, cardiovascular), Obesity, Bariatric Surgery, Regulation of food intake & body weight, advocacy of the Dietetics profession

EDUCATION & CERTIFICATION

2007	PhD	Exercise Science (Nutrition Emphasis)	University at Buffalo (Buffalo, NY)
2001	BS/MS	Dietetics	D'Youville College (Buffalo, NY)

PROFESSIONAL POSITIONS - ACADEMIC

9/2011 – present	Associate Professor of Nutrition	Youngstown State University, Dept. Human Ecology
9/2010 - present	Graduate Faculty – Regular Status	Youngstown State University
9/2008 - present	Graduate Faculty – Adjunct Status	Consortium of Eastern Ohio Master of Public Health Program (CEOMPH), Rootstown, OH
7/2008 – 9/2010	Graduate Faculty – Associate Status	Youngstown State University
3/2008 – 4/2017	Scientific Staff (Research Associate)	Division of Surgical Research, Bariatric Care Center; Center for Cardiopulmonary Research; Summa Health System, Akron OH
8/2007 - present	Assistant Professor of Nutrition	Department of Human Ecology, Youngstown State University
8/2004 – 6/2007	Clinical Instructor of Nutrition	Department of Exercise and Nutrition Sciences University at Buffalo
1/2005 – 6/2007	Research Assistant	Nutrition and Health Research Laboratory University at Buffalo
1/2006 – 6/2006	Educational Liaison	Management Cooperative Educational Program of the Research Foundation SUNY , Singapore Institute of Management and University at Buffalo

PROFESSIONAL POSITIONS - CLINICAL

2004 - 2005	Clinical Dietitian (Long Term Care)	McGuire Group	Seneca Manor, West Seneca NY
2002 – 2004	Clinical Dietitian (Acute Care and Sub-Acute Rehabilitation)	Morrison	Monroe Community Hospital, Rochester, NY
2001-2002	Clinical Dietitian, <i>Locum Tenens</i> (Acute Care [AC] and Long Term Care [LTC])	Sodexo	Friendly Home (LTC), Rochester NY Geneva General Hospital (AC), Geneva, NY Soldiers & Sailors Hospital (AC), PennYan NY Finger Lakes Health (LTC), Waterloo NY

CERTIFICATIONS

Current through February 1, 2018

2007 - present Licensed Dietitian (LD) by the State of Ohio
2007 - present Collaborative Institutional Training Initiative (CITI) for Responsible Research Conduct (NIH)
2002 - present Registered Dietitian Nutritionist (RDN) by the Commission on Dietetic Registration

PUBLICATIONS (PEER-REFEREED)

Book Chapters

- Pohle-Krauza R.** (2014). Nutrition Assessment. In: Mansen T. & Gabiola J. (Eds.) *Client Assessment: The Art and Science of Clinical Data Gathering*. Upper Saddle River, NJ: Prentice Hall Publishing.
- Pohle-Krauza R.** (2017 [in press, for January 2018] and 2009 [first edition]). Protein. In: Tucker S. & Dauffenbach (Eds.), *Nutrition and Diet Therapy for Nurses* (pp. 39 - 59) Upper Saddle River, NJ: Prentice Hall Publishing
- Pohle-Krauza R.** (2017 [in press, for January 2018]) Carbohydrates. In: Tucker S. & Dauffenbach (Eds.), *Nutrition and Diet Therapy for Nurses* (pp. 39 - 59) Upper Saddle River, NJ: Prentice Hall Publishing

Manuscripts Published

- Ashaat S, Al-Jumaily A, Martin B, **Pohle-Krauza R**, Krauza M, Dan A, Zografakis J Pilot Study on the Biomechanical Assessment of Obstructive Sleep Apnea Pre- and Post-Bariatric Surgery. *Respiratory Physiology and Neurobiology* (2018) 250: 1-6
- Roddy LA, **Pohle-Krauza RJ**, Geltz B. Recreation Center Utilization Affects Academic Outcomes. *Journal of Recreation and Sports* (2017) 41: 67 -75 DOI: 10.1123/rsj.2016-0041
- Wagner K, **Pohle-Krauza RJ**, Uhas S, Barkley J. Meals of differing caloric content do not alter physical activity behavior during a subsequent simulated recess period in children. *SpringerPlus*. (2016) 5:498. DOI: 10.1186/s40064-016-2160-2
- Gitimu P, Jamison M, Turel T, **Pohle-Krauza R**, Mincher J, Rowlands Z, Elias J. Disordered Eating Among College Females: Influence of Body Image, Sociocultural Attitudes, Appearance Anxiety and Depression. Submitted for publication *Gogent Psychology* (2016), 3: 1196512 DOI: 10.1080/23311908.2016.1196512
- Armbruster SD, McCarroll ML, Roulette GD, Alexander A, **Pohle-Krauza, RJ**, Fagan N, Andrews S, Min S, VonGruenigen V. Feasibility of a Lifestyle Intervention for Overweight/ Obese Endometrial and Breast Cancer Survivors using an Interactive Mobile Application. *Gynecologic Oncology*. 2015. 137(3): 508-515
- Halasa-Esper D, Leson S, Mincher J **Pohle-Krauza R**, Rowlands Z. Utilization of Nutrition-Focused Physical Assessment in Dietetic Curriculum. *NutritionDEP-Line: (Winter 2014): 5 – 7.*
- Uhas S, **Pohle-Krauza RJ**, Barkley J. Participation in Physical Activity After Consuming Meals of Differing Caloric Content Does Not Alter Appetite Four Hours Post-activity. *Journal of Nutritional Health & Food Engineering* 2014; 1(4): 20.
- Pohle-Krauza RJ**, McCarroll ML, Panikottu K, Latta RN, DiNuoscio DR, Volsko TA, Gothard MD, Krauza ML. Bodyweight moderates the effects of portable oxygen transport modality on six minute walk distance in patients with chronic obstructive pulmonary disease. *Journal of Cardiopulmonary Rehabilitation Programs* 2014; 34(1): 62 - 68.
- McCarroll ML, **Pohle-Krauza RJ**, Krauza M, Martin J, Volsko T. Use of the Breathlessness, Cough and Sputum Scale (BCSS©) in Pulmonary Rehabilitation. *The Open Respiratory Medicine Journal*. 2013;7:1-5
- Volsko TA, Walton M, Tessmer KA, **Pohle-Krauza RJ**, McBride JT. The Asthma Awareness Patch Program For Girl Scouts: An Evaluation Of Educational Effectiveness. *Respiratory Care*. 2013; 58(3): 458-464

Abstracts

- Wetzel J, Giuffre S, **Pohle-Krauza R**, Guy R, Sarac E. Safety and Efficacy of Acthar Gel in an Outpatient Dialysis Population: A case report. (2017). Accepted for publication in *Cardiopulmonary Physical Therapy Journal*.
- Masters WH, **Pohle-Krauza RJ**, Leson SM, Mincher JL, Rowlands ZC. Educational Preparation for Outcomes Research in Dietetics. *Journal of the Academy of Nutrition and Dietetics*. 2014; 114(9): S2
- Pohle-Krauza R**, Rosenbaum A, Bohon A, Bothe N, Pasini D, Pozsgay M, Zografakis J, Dan A. Effect of Postoperative Compliance on Weight Loss Success in Laparoscopic Adjustable Gastric Band (LAGB) Patients. Publication in Abstracts for conference proceedings of *Obesity Week – annual (joint) conferences of The Obesity Society and the American Society for Metabolic and Bariatric Surgery* (2013; page 100, A140P)
- Bohon A,Bothe N, Pasini D, **Pohle-Krauza RJ**, Pozsgay M, Zografakis J, Dan A. Augmented Initial Weight-Loss Outcomes in Women and Non-Diabetics are Not Sustained Long Term after LAGB. Published in Abstracts for conference proceedings of *Obesity Week – annual (joint) conferences of The Obesity Society and the American Society for Metabolic and Bariatric Surgery* (2013; page 215, A365P)
- Wagner K, **Pohle-Krauza R**, Uhas S, Barkley J. Meals of differing caloric content do not alter physical activity behavior

- during a subsequent simulated recess period in children. *Medicine and Science in Sports and Exercise*. 2013; 45[5S]
- Uhas S, **Pohle-Krauza R**, Wagner K, Barkley J. Participating in physical activity after consuming meals of differing caloric content does not alter appetite four hours post activity. *Medicine and Science in Sports and Exercise* (2013; 45[5S])
- DiNuoscio D, **Pohle-Krauza RJ**, McCarroll ML, Panikottu K, Latta T, Volsko T, Krauza ML. Body Weight Moderates the Effects of Portable Oxygen Transport Modality on Six Minute Walk Distance (6MWD) in Patients with Chronic Obstructive Pulmonary Disease (COPD). 2013. *American Journal of Respiratory and Critical Care Medicine*. 187: A5121
- Latta T, **Pohle-Krauza RJ**, McCarroll ML, Panikottu K, DiNuoscio D, Volsko T, Krauza ML. Six-Minute Walk Distance is Reduced by use of Roller and Shoulder Sling, but not Backpack-style Portable Oxygen Carriers in Patients with COPD. 2013. *American Journal of Respiratory and Critical Care Medicine*. 187: A5012

PRESENTATIONS (PEER-REFEREED) (Underline denotes presenter)

Oral Presentations

- Esper D and Pohle-Krauza RJ Incorporating NFPA into Dietetics Curriculum and Acquiring Preceptor Support: A Collaborative Approach. Presented at annual meeting of the Ohio Academy of Nutrition and Dietetics (May 2015; Wilmington, OH)
- Esper D and Pohle-Krauza RJ. Incorporating NFPA into Dietetic Curriculum and Preceptor Training: Collaborative Approach. Presented at the thematic session presentation at national meeting of the *Academy of Nutrition and Dietetics'* Food & Nutrition Conference & Exhibition (AND – FNCE)(October 2014; Atlanta, GA)
- McCarroll M, Armbruster S, **Pohle-Krauza RJ**, Lyzen AM, Fagan N, Min S, Roulette J, Andrews, SJ, Von Gruenigen V. Novel exercise, weight-loss, and dietary approach to your life study (NEWDAY) in overweight endometrial and breast cancer survivors. Presented at *Society for Gynecologic Oncology* (March 2014, Tampa, FL)

Poster Presentations (Thematic/Discussion)

- Wetzel J, Giuffre S, Pohle-Krauza R, Guy R, Sarac E. Safety and Efficacy of Acthar Gel in an Outpatient Dialysis Population: A case report. (2017). Accepted presentation at the *American Physical Therapy Association* (February 2018; New Orleans, LA)
- Masters WH, Pohle-Krauza RJ, Leson SM, Mincher JL, Rowlands ZC. Educational Preparation for Outcomes Research in Dietetics. (2014) Presented at the *Food and Nutrition Conference and Expositions of the American Academy of Nutrition and Dietetics* (October 2014, Atlanta, GA)
- Pohle-Krauza R, Rosenbaum A, Bohon A, Bothe N, Pasini D, Pozsgay M, Zografakis J, Dan A. Effect of Postoperative Compliance on Weight Loss Success in Laparoscopic Adjustable Gastric Band (LAGB) Patients. Presented at *American Society for Metabolic and Bariatric Surgery* (November 2013; Atlanta, GA).
- Bothe N, Pasini D, Bohon A, Pohle-Krauza R, Pozsgay M, Zografakis J, Dan A. Augmented Initial Weight-Loss Outcomes in Women and Non-Diabetics are Not Sustained Long Term after LAGB. Presented at *American Society for Metabolic and Bariatric Surgery* (November 2013; Atlanta, GA).
- Rosenbaum A, Dan A, Pohle-Krauza RJ, Cho E, Shenoy R, Mirhaidary S. Severity of Appendicitis is Unrelated to Body Mass Index. (2013) Presented at the *American College of Surgeons' 99th Clinical Congress* (October 2013; Washington, DC)
- Wagner K, Pohle-Krauza R, Uhas S, Barkley J. Meals of differing caloric content do not alter physical activity behavior during a subsequent simulated recess period in children. Presented at the annual meeting of the *American College of Sports Medicine and 4th World Congress on Exercise is Medicine* (May 2013; Indianapolis, IN)
- Uhas S, Pohle-Krauza R, Wagner K, Barkley J. Participating in physical activity after consuming meals of differing caloric content does not alter appetite four hours post activity. Presented at the annual meeting of the *American College of Sports Medicine and 4th World Congress on Exercise is Medicine* (May 2013; Indianapolis, IN)
- DiNuoscio D, Pohle-Krauza RJ, McCarroll ML, Panikottu K, Latta T, Volsko T, Krauza ML. Body Weight Moderates the Effects of Portable Oxygen Transport Modality on Six Minute Walk Distance (6MWD) in Patients with Chronic Obstructive Pulmonary Disease (COPD). Presented at the annual meeting of the *American Thoracic Society* (May 2013; Philadelphia, PA)
- Latta T, Pohle-Krauza RJ, McCarroll ML, Panikottu K, DiNuoscio D, Volsko T, Krauza ML. Six-Minute Walk Distance is Reduced by use of Roller and Shoulder Sling, but not Backpack-style Portable Oxygen Carriers in Patients with COPD. Presented at the annual meeting of the *American Thoracic Society* (May 2013; Philadelphia, PA)

PRESENTATIONS (NON-PEER-REFEREED, INVITED)

- 2015 Webinar: My Experience with Peer Review: Strategies for Revision and Resubmission. Consortium of Northeast Ohio Master of Public Health Programs. Link: <http://neomed.adobeconnect.com/p6nofx048vq/>

- Invited Presentation: Outcomes Assessment in Context of Malnutrition-Focused Physical Assessment – Mahoning Valley Dietetics Association (April 2015; Poland, OH)
- Invited Presentation: Malnutrition-Focused Physical Assessment / Reimbursement Study – practitioners at St. Elizabeth Medical Center (October and November, 2015))
- 2014 Nutrition-Focused Physical Assessment: *Tracking Outcomes and Taking Credit* – Department of Human Ecology Annual Dietetics Preceptor Education Event (September, 2014)
- Invited Presentation (at the request of President James Tressel) – *Research, Academia and Youngstown State University* to the YSU Board of Trustees; September 2014
- 2013 Invited Presentation – *Nutrition, Physical Activity and Health* to TriCounty Dental Hygiene Association; September 2013

OTHER SCHOLARSHIP-RELATED SERVICE ACTIVITIES

Associate Editor – *Surgery for Obesity and Related Diseases (SOARD)* (June 2015 – present)

- Current ranking #13/234 under Surgery, IF 4.066
- Reports to Editor in Chief, responsibilities to handle volume of nutrition-related, integrated health articles, including editorial review, reviewer assignment, and aggregation/synthesis of recommendations to the Editor in Chief, and to the Authors.

Session Co-Chair - American Society for Metabolic and Bariatric Surgery/ The Obesity Society

Physician/Integrated Health Collaborative Course (4-hour; 4CME/CPEU)– Nutrition (November 2015; Las Angeles, CA)

Editorial Board – *Surgery for Obesity and Related Diseases (SOARD)* – Integrated Health (April 2013 – May 2015)

- Reported to Associate Editor, responsibilities to regularly conduct peer/editorial review of nutrition-related articles (~ 1/month)

Session Discussant (invited) – American Society for Metabolic and Bariatric Surgery/ The Obesity Society

Obesity Week (November 2014; Boston MA) – Session 207782 (Integrated Health)

#A905 – “*Effects of a VLCD in the Preoperative Phase of Bariatric Surgery - A Randomized Trial*”

Editorial Board – *Journal of Obesity & Weight Loss Therapy*

December 2011 – March 2013

Editorial Reviews (listed through June 2015, when appointed Associate Editor for SOARD)

- | | | |
|------|---|--|
| 2015 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | Obesity and metabolic syndrome, repercussions on tooth loss and masticatory function: a systematic review” (Manuscript)
<i>Co-Reviewed with Taylor Entzi, YSU CPD Student</i> |
| 2015 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Effect of Probiotics on Postoperative Quality of Gastric Bypass Surgeries: A Prospective Randomized Trial” (Manuscript)
<i>Co-Reviewed with Gina Kontur, YSU CPD Student</i> |
| 2015 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Food Intake and Changes in Eating Behavior after Laparoscopic Sleeve Gastrectomy” (Manuscript). |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “A Postoperative Nutritional Consult Improves Bariatric Surgery Outcomes” (Manuscript)
<i>Co-Reviewed with C. Palumbo, C. Murray and E. Gabrielle, YSU CPD Students</i> |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “The Effect of Sleeve Gastrectomy on Food Preference” (Manuscript)
<i>Co-Reviewed with Jessica Romeo and Joanne Starkey, YSU CPD Students</i> |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Red meat intolerance in patients submitted to gastric bypass: a 4-year follow-up study” (Manuscript) |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Inflammation and Iron Status in Bariatric Surgery Candidates” (Manuscript) |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Right Choice of Baseline Weight from 635 Primary and Revision Gastric Bypass Patients: Ohm's Law in Bariatric Surgery and Thoughts on Weight Regain” (Manuscript) |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Quality-of-Life Before and After Laparoscopic Sleeve Gastrectomy. A Prospective Cohort Study” (Manuscript) |
| 2014 | <i>Surgery for Obesity and Related Diseases (SOARD)</i> | “Effects of a Very Low Calorie Diet in the Preoperative Stage of Bariatric Surgery – A Randomized Trial” (Manuscript)
<i>Co-Reviewed with Deanna DiGennaro, YSU CPD Student</i> |

2013	<i>Surgery for Obesity and Related Diseases (SOARD)</i>	“Postoperative grazing as a risk factor for negative outcomes after bariatric surgery” (Manuscript) <i>Co-Reviewed with Alicia Gatta, YSU DPD Student</i>
2013	<i>Surgery for Obesity and Related Diseases (SOARD)</i>	“Association between vitamin deficiency and metabolic disorders related to obesity ” (Manuscript)
2013	<i>Surgery for Obesity and Related Diseases (SOARD)</i>	“Nutrient deficiencies in obese subjects considering bariatric surgery: a cross-sectional study”(Manuscript)

GRANTS/ RESEARCH SUPPORT - FUNDED

(See also “Awards” section above for research support in the form of reassigned time)

YSU School of Graduate Studies and Research – Research Assistantship Award (Summer 2015 – Spring 2016) *“Optimizing Nutrition in Athletes: Nutrient Assessment and Intervention”* (Role: PI)

Amount Requested: \$2700.00 Amount Received: \$1520.00

YSU School of Graduate Studies and Research – Research Assistantship Award (Summer 2015 – Spring 2016) *“Reimbursement for Malnutrition Diagnoses and Prioritization of RDN Involvement”* (Role: PI)

Amount Requested: \$2700.00 Amount Received: \$1520.00

Abbott Nutrition Medical Education Grant (2014) *Student and Preceptor Training in Nutrition Focused Physical Assessment* (Role: Co-I)

Amount Requested: \$5000.00 Amount Received: \$4000.00

YSU BCHHS Centofante Grant (2014) *“Effects of Aerobic Physical Activity on Maternal Gestational Weight Gain and Infant Birth Weight”* (Role: Co-I)

Amount Requested: \$2860.00 Amount Received: \$2860.00

Ingredion (2014): (General research support provided as an unrestricted gift for scientific/statistical consultative services rendered on a [confidential] project involving resistant starch)

Amount Requested: \$750.00 Amount Received: \$750.00

YSU School of Graduate Studies and Research – Research Assistantship Award (Summer 2014 – Spring 2015) *“Effect of Gastric Residual Volume (GRV) Threshold on Patient Outcomes”* (Role: PI)

Amount Requested: \$2700.00 Amount Received: \$1900.00

Questcor Pharmaceuticals (2014): *Safety and Efficacy of Athcar Gel in an Outpatient Dialysis Population* (Role: Co-I)

Total Amount Requested: \$ 75,000.00 Amount Awarded: \$75,000.00

YSU School of Graduate Studies and Research – Research Assistantship Award (Summer 2013 – Spring 2014) *“Prioritizing Applied / Translational Research Education to Sustain the Viability of the Dietetics Profession”* (Role: PI)

Amount Requested: \$2700.00 Amount Received: \$2700.00

PROFESSIONAL MEMBERSHIPS

- American Society for Metabolic and Bariatric Surgery (ASMBS)
- Academy of Nutrition and Dietetics (AND)
- Mahoning Valley Dietetic Association (MVDA)

AWARDS / HONORS

- 2015-2016 Ohio Magazine - Excellence in Education Designation
- 2014-2015 YSU Distinguished Professor – Teaching Designation
- 2013 - 2014 Consortium of Eastern Ohio Masters of Public Health Programs (CEOMPH) – Faculty of the Year Award
- 2013 - 2014 Ohio Academy of Nutrition and Dietetics – Dietetics Educator of the Year Award (CPD)
- 2013 - 2014 YSU BCHHS Dean’s Incentive Time (manuscript first-authorship) – 3 WH awarded
- 2012 - 2013 YSU BCHHS Dean’s Reassigned Time Award - 6WH awarded

COURSES TAUGHT (YOUNGSTOWN STATE UNIVERSITY)

<u>Term/Year</u>	<u>Catalog</u>	<u>Course Name</u>	<u>Workload</u>
Current through February 1, 2018			

			<u>Hours</u>
Fall 2016	FNUT 3760L/R (Governance Agreement)	Medical Nutrition Therapy II Lab/Recitation	12.2
		Clinical Facilitator	1.8
Spring 2017	MPH 6907 FNUT 4860L (Governance Agreement) HMEC 4875	Grant Writing in Public Health Practice	3.0
		MNTIII Supervised Practice	3.67
		Associate Editor, Surgery for Obesity and Related Diseases	2.0
		Directed Individual Study (W. Masters)	0.33
Total Annual Workload:			24.53

SUPERVISION OF STUDENT RESEARCH (YOUNGSTOWN STATE UNIVERSITY)

<u>Year</u>	<u>Student</u>	<u>Project</u>	<u>Presentation, Publication and/or Awards Subsequent to Supervised Research</u>
2013 - 2014	William Masters	“Prioritizing Applied / Translational Research Education to Sustain the Viability of the Dietetics Profession”	<ul style="list-style-type: none"> - Short-term internship at Applied Health Sciences Research Laboratory (Fairlawn, OH) in Spring 2012 - Co-reviewed manuscript submission for <i>the Journal of the International Society of Sports Nutrition</i>: “Effect of folic acid supplementation on homocysteine concentration and association with training in handball players.” (March 2012) - <u>YSU Research Assistantship Award</u> for Summer 2013 – Spring 2014 - Literature review/IRB complete, survey conveyed - <u>Masters WH, Pohle-Krauzs RJ, Leson SM, Mincher JL, Rowlands ZC.</u> Educational Preparation for Outcomes Research in Dietetics. (2014) Presented at the <i>Food and Nutrition Conference and Exposition of the American Academy of Nutrition and Dietetics</i> (October 2014, Atlanta, GA)
2013-2014	Alycia Gatta	“Effects of LRYGB in OSA-positive Patients on Leptin and Ghrelin”	<ul style="list-style-type: none"> - Research Internship, Summa Health System – Fall 2013 - Data analysis and write-up underway, lesser priority project.
2014	Allison Shay	“Prioritizing Applied / Translational Research Education”	<ul style="list-style-type: none"> - Data collection/analysis in conjunction with William Masters’ project underway; provided also to S. Leson as data to assist in planning of Master’s program in Nutrition at YSU
2014	Leslie Ann Roddy	“Wellness Center Usage and Academic Performance”	<ul style="list-style-type: none"> - CEOMPH Capstone in conjunction w/ YSU Institutional Research - Capstone presented/passed in Spring 2013 - Student preparation of manuscript underway
2014 - 2015	Deanna DiGennaro	“Effect of GRV Threshold on Patient Outcomes”	<ul style="list-style-type: none"> - Co-reviewed manuscript submission for <i>Surgery for Obesity and Related Diseases</i> - IRB approved via Northside Hospital 2/2014, data extraction via EHR underway - <u>YSU Research Assistantship</u> awarded Summer 2014 – Spring 2015
	Jamie Stellmar	“Effect of GRV Threshold on Patient Outcomes”	<ul style="list-style-type: none"> - IRB approved via Northside Hospital 2/2014, data extraction via EHR underway - Provision of HMEC 4875 credit hours for Nutrition minor
2015-present	Allison Shay	“Malnutrition Coding in an Acute Care Setting”	<ul style="list-style-type: none"> - Conducted collaboration with M. Abraham, MS, RD, Western Reserve Hospital and Summa Health System; IRB preparation underway - <u>YSU Research Assistantship</u> awarded Summer 2015 – Spring 2016
	William Masters	“Optimizing Nutrition in Athletes: Nutrient Assessment and Intervention”	<ul style="list-style-type: none"> - <u>Dean’s Quest Award</u> Winner (Student poster presentation, <i>Quest</i> 2015) - <u>YSU Research Assistantship</u> awarded Summer 2015 – Spring 2016
	Emily Battiato	“Leptin and Ghrelin	<ul style="list-style-type: none"> - Lit review, analyzing data to submit to Quest 2016 (in lieu of nutrition

Erica Dodge in Post LRYGB) research lab)
Mary Akpadock

Kaitlyn Daff “Malnutrition Coding - Replication of WRH hospital at SEMC – St. Joes
in an Acute Care - YSU Research Assistantship awarded Summer 2016 – Spring 2017
Setting”

UNIVERSITY SERVICE

University

Fall 2015 Search Committee – Director of Grants and Sponsored Programs - *Chairperson*
Summer 2015 Search Committee – Vice President for YSU Research - Member
Spring 2014 – present University Research Council - Member
Fall 2013 – present Academic Senate – Research Subcommittee - Member
Fall 2012 – Spring 2013 University Task Force on Promoting Scholarship - Member
Spring 2012 – Spring 2013 Urban Research Transition: Subcommittee to Reduce Scholarly Barriers - *Chairperson*

College

Fall 2013-Spring 2014 Bitonte College of Health and Human Services (BCHHS) – College Promotions Committee
Fall 2014 – Spring 2015 (Chair in 2014-2015)
Fall 2012- Spring 2013 Bitonte College of Health and Human Services (BCHHS) Ad-hoc Grant Writing Workshop
Planning Committee - *Chairperson*

Department

Spring 2016 Food and Nutrition Faculty Search - *Chairperson*
Spring 2016 PreTenure Review Committee - Member
Fall 2013 – Spring 2014 Tenure Committee & Promotion Committee - *Chairperson*
Fall 2011 – Spring 2014 Food and Nutrition Students (FANS) - *Faculty Advisor*

OTHER SCHOLARLY/ PROFESSIONAL SERVICE (SEE ALSO SCHOLARLY-RELATED SERVICE SECTION)

2012 – 2016 Summa Health System Scientific Review Committee
2011 - 2016 Summa Health System Clinical Research Collaborative - Advisory Committee
2009 - present EuroMDnet – Advisory Panel – Nutrition Subcommittee
2008 - 2014 Greater Akron Dietetic Association – National Nutrition Month *Nutritious & Delicious Gala* Committee

DUKE UNIVERSITY MEDICAL CENTER

CURRICULUM VITAE

for

Permanent Record

And the

Appointments and Promotions Committee

Date Prepared: 1-08-2018

Name: Chad E. Cook PT, PhD, MBA

Primary Academic Appointment: Division of Physical Therapy

Primary Academic Department: Department of Orthopaedics

Present Academic Rank: Professor, Tenured

Date and Rank of first Duke Faculty Appointment: May, 2004, Assistant Professor

Professional Licensure:

North Carolina Physical Therapy license 2014 to present #9638

Specialty Certifications:

Fellow, <i>American Academy of Orthopedic Manual Physical Therapist</i>	2/1/2007-present
Board Certified Orthopedic Specialist	5/20/2002-12/31/2011 #5363
Certified Orthopedic Manual Therapist	1/12/2003 #01

Education:	Institution	Date	Degree
Undergraduate	Maryville University, St. Louis, MO.	1986-1990	B.S. (Physical (Therapy)
Graduate School	Texas Tech University, Lubbock, TX	2000-2003	P.h.D. (Consumer Economics)
Certificate	McGill University Montreal, Canada	2014-2016	Chronic Pain Management

Professional Training and Academic Career

Academic Institution	Position/Title	Date
<i>Texas Tech University</i> Program of Masters of Rehabilitation Sciences Program of Physical Therapy	<i>Program Director</i> Assistant Professor (Non-tenure track)	7/1999-5/2004
<i>Duke University</i> Division of Physical Therapy (55%) Department of Experimental Surgery (45%) (Center of Excellence in Surgical Outcomes) Duke University Medical Center DUMC 3907 Durham, NC 27710	<i>Associate Professor/ Director of Outcomes Research</i> (Non-tenure track)	5/2004-7/2010

Abbreviated to past 5 years

Walsh University
Department of Physical Therapy Professor/Chair 7/2010-6/2014
Walsh University (Tenured)
North Canton, OH, 44720

Duke University
Division of Physical Therapy Professor 7/2014-present
Duke University Medical Center *Program Director*
DUMC 3907 Vice Chief of Research
Durham, NC 27710 (Tenured)

Duke University
Duke Clinical Research Institute (DCRI) Class A Research Associate 1/2016-present
2400 Pratt St, Durham, NC 27705

Adjunct Academic Employment

Walsh University
Department of Physical Therapy Adjunct 7/2014-1/2015
Walsh University
North Canton, OH, 44720

University of Newcastle
Department of Physiotherapy Conjoint Professor 7/2015-present
Newcastle, Australia

Peer Reviewed Publications 144 from 1998-2012

(2013)

1. Shultz S, Olszewski A, Richardson O, Schmitz M, Wyatt V, Cook C. How is recovery from low limb conditions measured? A systematic Review. *Int J Sports Phys Ther.* 2013 Dec;8(6):838-48.
2. O'Halloran B, Wright A, Cook C. Criterion validation of the rate of recovery, a single alphanumeric measure in patient with shoulder pain. *Int J Sports Phys Ther.* 2013 Dec;8(6):784-92.
3. Cherian K, Kaltenbach J, Cook C, Cherian N. Improving Tinnitus with Mechanical treatment of the cervical spine and jaw: a case report. *J American Acad Audiology* 2013 Jul-Aug;24(7):544-55.
4. Donaldson M, Learman K, O'Halloran B, Showalter C, Cook C. The Role of Patients' Expectation of Appropriate Initial Manual Therapy Treatment in Outcomes for Patients with Low Back Pain. *J Manipulative Physiol Ther.* 2013 Jun;36(5):276-83.
5. Emerson Kavchak AE, Cook C, Hegedus E, Wright A. Identification of cut points in commonly used hip osteoarthritis related outcomes measures that define the Patient Acceptable Symptom State (PASS). *Rheumatology International.* 2013 Nov;33(11):2773-82.
6. Schwind J, Learman K, O'Halloran B, Showalter C, Cook C. Different Minimally Important Clinical Difference (MCID) Scores Lead to Different Clinical Prediction Rules for the Oswestry Disability Index when Using the Same Sample of Patients. *J Man Manip Ther.* 2013;21:71-78.
7. Stewart K, Derck A, Long K, Learman K, Cook C. Diagnostic Accuracy of Clinical Tests for the Detection of Splenomegaly: A Systematic Review. *Phys Ther Reviews.* 2013;18:173-184.
8. Cook C, Learman K, Houghton S, Showalter C, O'Halloran B. The addition of cervical Unilateral Posterior Anterior Mobilisation in the treatment of patients with shoulder impingement syndrome: A randomised clinical trial. *Man Ther.* 2014 Feb;19(1):18-24. doi:pii: S1356-689X(13)00085-4. 10.1016/j.math.2013.05.007. [Epub ahead of print]
9. Learman K, Showalter C, O'Halloran B, Cook C. Thrust and nonthrust manipulation for older adults with low back pain: An evaluation of pain and disability. *J Manipulative Physiol Ther.* 2013 Jun;36(5):284-91. doi: 10.1016/j.jmpt.2013.05.007.
10. Cook C, Bragg M, Congeni J, Donaldson M, Peiffer J. Association of Goutallier classification findings and presence of fat content in the multifidus muscles with delayed or poor recovery after physiotherapy in adolescents with spondylolysis. *Physiotherapy Practice and Research* 2013;34:29-35

11. Phillips JC, Cook C, Beatty S, Kissenberth MJ, Siffri P, Hawkins RJ. Validity of noncontrast MRI in diagnosing SLAP tears. *J Shoulder Elbow Surg.* 2013, 22(1):3-8. doi:10.1016/j.jse.2012.03.013
(2014)
12. Cook C, Sizer PS, Isaacs R, Wright A. Clinical identifiers for detecting underlying closed cervical fractures. *Pain Pract.* 2014 Feb;14(2):109-16. doi: 10.1111/papr.12061.
13. Wright AA, Johnson J, Cook C. Do the reported estimates of minimal clinically important difference scores amongst hip-related patient-reported outcome measures support their use? *Physical Therapy Reviews* 2014;19(3):186-195.
14. Hegedus EJ, Cook C, Lewis J, Wright A, Park JY. Combining orthopedic special tests to improve diagnosis of shoulder pathology. *Phys Ther Sport.* 2014 Aug 10. pii: S1466-853X(14)00065-0. doi: 10.1016/j.ptsp.2014.08.001. [Epub ahead of print]
15. Reneker JC, Moughiman MC, Cook CE. The diagnostic utility of clinical tests for differentiating between cervicogenic and other causes of dizziness after a sports-related concussion: An International Delphi Study. *J Sci Med Sport.* 2014 May 17. pii: S1440-2440(14)00085-1. doi: 10.1016/j.jsams.2014.05.002. [Epub ahead of print]
16. Morris A, Cook C, Hassen A. Ohio physical therapists' accuracy in identifying abnormalities on diagnostic images with and without a clinical vignette. *Int J Sports Phys Ther.* 2014 Oct;9(5):674-90.
17. Cook C, Cleland J, Hegedus E, Wright A, Hancock M. The Creation of the Diagnostic Accuracy Quality Scale (DAQS). *J Man Manip Ther.* 2014 May;22(2):90-6.
18. McCallum CA, Mosher, PD, Howman J, Engelhard C, Euype S, Cook CE. Development of Regional Core Networks for the administration of physical therapist clinical education. *JOPTE.* 2014 21(3):39-47.
19. Reiman MP, Mather RC 3rd, Hash TW 2nd, Cook CE. Examination of acetabular labral tear: a continued diagnostic challeng. *Br J Sports Med.* 2014 Feb;48(4):311-9.
20. Schneider G, Jull G, Thomas K, Smith A, Emery C, Faris, P, Cook C, Frizzell B, Salo P. Derivation of a clinical decision guide in the diagnosis of cervical facet joint pain *Arch Phys Med Rehabil.* 2014 Mar 21. pii: S0003-9993(14)00208-1. doi: 10.1016/j.apmr.2014.02.026. [Epub ahead of print]
21. Cook C, Lawrence J, Michalak K, Dhiraprasiddhi S, Donaldson M, Petersen S, Learman K. Is there preliminary value to a within and/or between-session change for determining short-term outcomes of manual therapy on mechanical neck pain? *J Man Manip Ther.* 2014 Nov;22(4):173-80.
22. Learman K, Ellis A, Goode A, Showalter C, Cook C. Physical Therapists' Clinical Knowledge of Multidisciplinary Low Back Pain Treatment Guidelines. *Phys Ther.* 2014 Jul;94(7):934-46. doi: 10.2522/ptj.20130567.
23. Taylor J, Goode A, George SZ, Cook C. Incidence and risk factors for first-time incident low back pain: A systematic review and meta-analysis. *Spine J.* 2014 Oct 1;14(10):2299-319. doi: 10.1016/j.spinee.2014.01.026. Epub 2014 Jan 23.
24. Cook C, Paul M, Wyatt V. Potential caveats in the use of interpretability of outcomes measures. *Phys Ther Rev.* 2014;19:158-162.
25. Cook C, Taylor J, Wright A, Milosavljevic S, Goode A, Whitford M. Risk Factors for First Time Incidence Sciatica: A Systematic Review. *Physiother Research Internat.* 2014 Jun;19(2):65-78. doi: 10.1002/pri.1572. Epub 2013 Dec 11.
26. Learman KE, Showalter C, O'Halloran B, Donaldson MB, Cook CE. No differences in outcomes in subjects with low back pain who met the clinical prediction rule for lumbar spine manipulation when a pragmatic non-thrust manipulation was used as the comparator. *Physiother Canada.* 2014;66:359-366.
- (2015)**
27. Reiman MP, Goode AP, Cook C, Hölmich P, Thorborg K. Diagnostic Accuracy of Clinical Tests for the Diagnosis of Hip Femoroacetabular Impingement/Labral Tear: A Systematic Review with Meta-Analysis. *Br J Sports Med.* 2015 Jun;49(12):811. doi: 10.1136/bjsports-2014-094302..
28. Cook C, Learman K, Showalter C, O'Halloran B. The Relationship between Chief Complaint and Comparable Sign in Patients with Spinal pain: An Exploratory Study. *Man Ther.* 2015 Jun;20(3):451-5. doi: 10.1016/j.math.2014.11.007.

29. Cook C, Frempong-Boadu A, Radcliff K, Karikari I, Isaacs R. Older Age and Leg Pain are Good Predictors of Pain and Disability Outcomes in 2,710 Patients who Receive Lumbar Fusion. *HSS J*. 2015 Oct;11(3):209-15. E-pub ahead of print: doi:10.1007/s11420-015-9456-6
30. Wilhelm M, Reiman M, Goode A, Richardson W, Brown C, Vaughn D, Cook C. Psychological Predictors of Outcomes with Lumbar Spinal Fusion: A Systematic Literature Review. *Physiother Res Int*. 2015 Aug 13. doi: 10.1002/pri.1648. [Epub ahead of print].
31. Rodeghero JR, Cook CE, Cleland JA, Mintken PE. Risk Stratification of Patients with Low Back Pain Seen in Physiotherapy Practice. *Man Ther*. 2015 Apr 15. pii: S1356-689X(15)00076-4. doi: 10.1016/j.math.2015.04.007. [Epub ahead of print]
32. Cook C, Moore TJ, Learman K, Showalter C, Snodgrass S. Can experienced physiotherapists identify which patients are likely to succeed with physical therapy treatment? *BMC Archives of Physiotherapy*20155:3: DOI: 10.1186/s40945-015-0003-z
33. Cook C, Arnold P, Passias P, Frempong-Boadu AK, Radcliff K, Isaacs R. Predictors of Pain and Disability Outcomes in 1,108 Patients who Underwent Lumbar Discectomy Surgery. *Int Orthop*. 2015 Apr 1. [Epub ahead of print] PMID: 25823517
34. Yoder K, Bartsokas J, Averell K, McBride E, Long C, Cook C. Risk factors associated with sacral stress fractures: a systematic review. *J Man Manip Ther*. 2015 May;23(2):84-92.
35. Reiman MP, Mather RC 3rd, Cook CE. Physical examination tests for hip dysfunction and injury. *Br J Sports Med*. 2015 Mar;49(6):357-361. doi: 10.1136/bjsports-2012-091929.
36. Hegedus EJ, McDonough S, Bleakley C, Cook C, Baxter D. Clinician-Friendly Lower Extremity Physical Performance Measures in Athletes: A Systematic Review of Measurement Properties and Correlation with Injury Part 1- The Tests for Knee Function Including the Hop Tests. *Br J Sports Med*. 2015 May;49(10):642-8. doi: 10.1136/bjsports-2014-094094.
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38. Mehta P, Claydon LS, Hendrick P, Cook C, Baxter GD. Pain and physical functioning in neuropathic pain: a systematic review of psychometric properties of various outcome measures. *Pain Practice* 2015 Apr 10. doi: 10.1111/papr.12293. [Epub ahead of print]
39. Algarni A, Hendrick P, Cook C, Schneiders A. Clinical tests to diagnose lumbar spondylolysis and spondylolisthesis: A systematic review. *Phys Ther Sport*. 2015 Aug;16(3):268-75. doi: 10.1016/j.ptsp.2014.12.005. Epub 2015
40. Hegedus E, McDonough S, Bleakley C, Baxter D, Cook C. Clinician-Friendly Lower Extremity Physical Performance Tests in Athletes: A Systematic Review of Measurement Properties and Correlation with Injury. Part 2- The Tests for the Hip, Thigh, Foot, and Ankle Including the Star Excursion Balance Test. *Br J Sports Med*. 2015 May;49(10):649-56. doi: 10.1136/bjsports-2014-094341. Epub 2015 Jan 22.
41. Cook C, Englehard C, Landry M, McCallum C. Modifiable physical therapy education programmatic variables associated with first time and three year National Physical Therapy Examination (NPTE) pass rates in USA. *J Educ Eval Health Prof*. 2015 Sep 23;12:44.
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46. Rubio J, Benitez J, Lluch E, Santacruz S, Gomez P, Cook C. Physical Examination Tests for Screening and Diagnosis of Cervicogenic Headache: A Systematic Review. *Man Ther*. 2015 Sep 21. pii: S1356-689X(15)00182-4. doi: 10.1016/j.math.2015.09.008. [Epub ahead of print]

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50. Donaldson MB, Peterson S, Cook CE, Learman K. A Prescriptively Selected Non-Thrust Manipulation versus a Therapist Selected Non-Thrust Manipulation for Treatment of Individuals with Low Back Pain: A Randomized Clinical Trial. *J Orthop Sports Phys Ther*. 2016 Apr;46(4):243-50.
51. Petersen S, Domino N, Cook C. Scapulothoracic Muscle Strength in Individuals with Neck Pain. *J Back Musculoskeletal Rehabil*. 2016 Jan 14. [Epub ahead of print]
52. Hebert O, Schluter K, Horsby M, Van Gorder S, Snodgrass S, Cook C. The diagnostic credibility of second impact syndrome: A systematic literature review. *J Sci Med Sport*. 2016 Jan 6. pii: S1440-2440(15)00766-5.
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60. Bade M, Cook C. Effects of Manual Therapy and Exercise Targeting the Hips in Patients with Low Back Pain – A Randomized Controlled Trial. *J Eval Clin Pract*. 2017 Jan 27. doi: 10.1111/jep.12705. [Epub ahead of print]
61. Reiman MP, Thorborg K, Goode AP, Cook CE, Weir A, Hölmich P. Diagnostic accuracy of imaging modalities and injection techniques for the diagnosis of femoroacetabular impingement/labral tear: a systematic review with meta-analysis. *Am J Sports Med*. 2017 Jan 1:363546516686960. doi: 10.1177/0363546516686960. [Epub ahead of print]
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63. Cook C, Rhon D, Lewis B, George SZ. Post-Operative Opioid Pain Management Patterns for Patients who Receive Femoroacetabular Impingement Syndrome Surgery. *BMC Substance Abuse Treatment, Prevention, and Policy*. (accepted 2017)
64. Koter R, Regan S, Clark C, Huang V, Mosley M, Wyant E, Cook C, Hoder J. Clinical Outcome Measures for Contraversive Lateropulsion Post-Stroke: An Updated Systematic Review. *J Neurol Phys Ther*. 2017 Jul;41(3):145-155.

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66. Denninger T, Cook CE, Chapman C, McHenry T, Thigpen C. The Influence of Patient Choice of First Provider on Costs and Outcomes: Analysis from the ATI Patient Registry. *J Orthop Sports Phys Ther.* 2017 Oct 26:1-26. doi: 10.2519/jospt.2018.7423. [Epub ahead of print]
67. Tousignant-Laflamme Y, Martel MO, Joshi A, Cook CE. Rehabilitation management of low back pain- it's time to pull it all together. *J Pain Res.* 2017 Oct 3;10:2373-2385. doi: 10.2147/JPR.S146485. eCollection 2017.
68. Cook C, George SZ, Reiman M. Red flag screening for low back pain: Nothing to see here, move along: A narrative review. *Br J Sports Med.* 2017 Sep 18. pii: bjsports-2017-098352. doi: 10.1136/bjsports-2017-098352. [Epub ahead of print]
69. Scerbo T, Colasurdo J, Dunn S, Unger J, Nijs J, Cook C. Measurement Properties of the Central Sensitization Inventory: A Systematic Review *Pain Pract.* 2017 Aug 29. doi: 10.1111/papr.12636. [Epub ahead of print]
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71. Kim R, Wiest C, Clark K, Cook C, Horn M. Identifying risk factors for first-episode neck pain: A systematic review, *Musculoskeletal Science and Practice* (2017), doi: 10.1016/j.msksp.2017.11.007
72. Reneker JC, Cheruvu VK, Yang J, James MA, Cook CE. Physical examination of dizziness in athletes after a concussion: A descriptive study. *Musculoskeletal Science and Practice.* *Musculoskelet Sci Pract.* 2017 Nov 26;34:8-13. doi: 10.1016/j.msksp.2017.11.012. [Epub ahead of print]
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75. Salamh PA, Kolber MJ, Hegedus EJ, Cook CE. The efficacy of stretching exercises to reduce posterior shoulder tightness acutely in the post-operative population: A single-blinded randomized control trial. *Physiother Theory Pract.* 2017 Sep 13:1-10. doi: 10.1080/09593985.2017.1376020. [Epub ahead of print]
76. Rhon D, Clewley D, Young J, Sissel CD, Cook CE. Leveraging healthcare utilization to explore outcomes from musculoskeletal disorders: methodology for defining relevant variables from a health services data repository. *BMC Medical Informatics and Decision Making* (2018) 18:10 DOI 10.1186/s12911-018-0588-8

Non-Peer Reviewed Publications: 53 from 1998-to present

Chapters In Books:

1. Cook C. Clinical assessment: Moving from rote to rigorous. In: Brukner and Khan's Clinical Sports Medicine, 5th edition. McGraw Hill, Australia. Pages 201-209.
2. Sprague R, Cook C. Differential Assessment And Mobilization Of The Cervical And Upper Thoracic Spine. In: Donatelli RA, Wooden M. Orthopaedic Physical Therapy, 4th Edition, Philadelphia; Elsevier: 2008.
3. Cook C, Cook A. Cervical spine myelopathy. In: Fernandes de las Penas C, Cleland J, Huijbregts P. Neck and Arm Pain Syndromes: Evidence-Informed Screening, Diagnosis, and Management in Manual Therapy. Elsevier. 2011.
4. Cook C, Cook A. Cervical spine myelopathy. In: Fernandes de las Penas C, Cleland J, Huijbregts P. Neck and Arm Pain Syndromes: Evidence-Informed Screening, Diagnosis, and Management in Manual Therapy. 2nd edition. Elsevier. 2016.

Abbreviated to past 5 years

5. Cook C, Wilhelm M. Lumbar radiculopathy. In: Fernandes de las Penas C, Cleland J, Huijbregts P. Neck and Arm Pain Syndromes: Evidence-Informed Screening, Diagnosis, and Management in Manual Therapy. 2nd edition. Elsevier. 2016.
6. Cook C. *Orthopedic Manual Therapy: An Evidence Based Approach*. Upper Saddle River NJ; Prentice Hall: 2007.

Books:

1. Learman K, Cook C. 100 Orthopedic Patient Cases. Upper Saddle River NJ; Prentice Hall: 2015 (in press).
2. Cook C, Hegedus E. *Orthopedic Physical Examination Tests: An Evidence-Based Approach*. 2nd edition. Upper Saddle River NJ; Prentice Hall: 2013.
3. Cook C. *Orthopedic Manual Therapy: An Evidence Based Approach*. 2nd edition. Upper Saddle River NJ; Prentice Hall: 2012.
4. Cook C, Hegedus E. *Orthopedic Physical Examination Tests: An Evidence-Based Approach*. Upper Saddle River NJ; Prentice Hall: 2008.

Other:

Peer Reviewed Scientific and Professional Presentations: 112 since 2002.

Non-Peer Reviewed Presentations:

1. Cook C. Concussion-Friesen Physiotherapy Summit, Raleigh, NC (September 2014)
2. Cook C. Utah PT Association Keynote, Differential Diagnosis (October 2014)
3. Cook C. (Keynote) New Zealand Physiotherapy Association Summit-Differential Diagnosis (October 2014)
4. Cook C. (Keynote) Cervical Spine and Differential Diagnosis, Iowa PT Association (November 2014)
5. Cook C. (Keynote) Canary Islands, Physio Conference, Differential Diagnosis (November 2014)
6. Cook C. (Distinguish Lecturer). Results from the thrust versus non-thrust manipulation trial. University of Oklahoma. March 2013.
7. Cook C (Keynote) My evidence can beat up your evidence. Kaiser Permanente Annual Conference. Oakland, CA. May 2013
8. Cook C. (Keynote) Red Flags. Canadian Physiotherapist Association Annual Meeting. Montreal Canada. May 2013.
9. Cook C. (Post Conference Course) California Physical Therapy Association Annual Meeting. Pasadena, CA. 2013.
10. Cook C. (Keynote). Australia Physiotherapy Therapy Association. Melbourne, Australia. October, 2013.
11. Cook C. (Breakout) Differential Diagnosis of the Lumbar Spine. Summa Spring Conference, February 2012.
12. Cook C. (Keynote) Making Decisions in the Absence of Complete Information. Akron Children's Hospital Annual Sports Medicine Conference. March, 2012.
13. Dunning K, Cook C. (Opening Keynote) Restorative versus Compensatory Care. Columbus, OH. March 2012.
14. Cook C. OPTA Spring Conference. Manual Therapy for the Lumbar Spine (Student Elected Keynote). Columbus, OH. March 2012.
15. Cook C, OPTA Spring Conference. Manual Therapy for the Aging Individual. Columbus, OH. March 2012.
16. Cook C. A Critical Appraisal of Clinical Prediction Rules. Combined Sections. Chicago, USA. February, 2012.
17. Cook C, Hegedus E, Wright L. Self-report Outcomes Measures and Physical Performance Measures. So Happy Together. Combined Sections. Chicago, USA. February, 2012.
18. Cook C. (Keynote) Navigating the troubling waters of differential diagnosis. New Zealand Physiotherapy Association Annual Meeting. 2012 (May).
19. Cook C. (Keynote) Best tests for differential Diagnosis. Pittsburgh-Marquette Challenge Lecture. September 2012.

20. Cook C. (Keynote) Best Tests and Why it's Important. Maitland Australian Physiotherapy Conference. October, 2011.
21. Cook C. (Keynote) Differential Diagnosis: And Why It's Important. University of Saint Augustine Fall Research Conference. St. Augustine, USA. December 2011.
22. Cook C. (Keynote) Musculoskeletal Impairment: Opportunities for Rehabilitation to Enhance Function SIF International Conference. Verona, Italy, October 2011.
23. Cook C. (Keynote) Differential Diagnosis in the Musculoskeletal System. December 2011. The University of West Indies. Kingston, Jamaica
24. Cook C. (Keynote) Differential Diagnosis and Why It's Important. Alberta Rehab 2011. Edmonton, Canada, November 2011.
25. Cook C. (Keynote). Best Tests for Spine Diagnosis. University of Otago Conference. Otago, New Zealand. March, 2010.
26. Cook C. (Keynote). Best Tests for Differential Diagnosis. Maitland Australian Physiotherapy Associations National Conference. Washington DC. April 2010.
27. Cook C. (Keynote). Best Tests for Differential Diagnosis. McKenzie Conference of the Americans. Baltimore, MD. July 2010.
28. Cook C. (Keynote) Why Differential Diagnosis is an Essential Skill of a Physical Therapist. Orlando Florida, Florida Physical Therapy Association. September 2010.
29. Cook C. (Keynote) Differential Diagnosis: Why it's Important. American Academy of Orthopedic Manual Physical Therapists. San Antonio Texas. October, 2010.
30. Cook C. Clinical decision making in manual therapy. Visiting professor presentation for West Virginia University. March 2009.
31. Hegedus E, Cook C. Spinal Interventions. The 2009 Virginia Physical Therapy Association Conference, Richmond, VA. October, 2009.
32. Cook C. (Keynote) Best Spine Tests. The 3rd Annual Conference on Movement Dysfunction. Edinburgh, Scotland, October, 2009.
33. Cook C. (Keynote) Differential Diagnosis of the Cervical Spine. The Ireland Chapter of Manipulative Musculoskeletal Physiotherapists. Dublin Ireland. November 2009.
34. Cook C. (Keynote) Differential Diagnosis of the Lumbar Spine. The Ireland Chapter of Manipulative Musculoskeletal Physiotherapists. Dublin Ireland. November 2009.
35. Cook C. (Keynote) Trample the weak, hurdle the dead. The tribulations of translating research into practice. Reaching Forward Conference. 2008. Edmonton Canada.
36. Cook C, Hegedus E. Differential Diagnosis. APTA Vision 20/20/ Washington DC, October 2008.
37. Cook C, Cleland J. Educational Session. Structural differential diagnosis of the shoulder and cervical and thoracic spine. APTA Combined Sections Meeting, Boston MA, USA. 2007.
38. Cook C, Cleland J. Structural differential diagnosis of the upper and lower quarter. World Physical Therapy Conference. Vancouver, British Columbia, Canada. 2007.
39. Cook C, Hegedus E. Cervical and Thoracic Spine Manipulation. North Carolina Physical Therapy Association, Raleigh, NC, USA. 2007.
40. Cook C, Hegedus E. Educational Session. The diagnostic accuracy of special tests of the upper quarter. North Carolina Physical Therapy Association, Raleigh, NC, USA. 2006.
41. Cook C. Educational Session: Results of the Delphi Survey on Spine Instability. Louisville, KY, USA. American Academy of Orthopedic Manual Physical Therapists. 2004
42. Cook C. Educational Session: De-bunking the myths of lumbar biomechanics. Texas Physical Therapy Association, Austin, TX, USA. 2004

Consultant Appointments:

Research Advising

1. Orthopedic Research Foundation of the Carolinas-Scientific Advisory Committee-2007 to present.
Research advising.

Journal Associate Editor

1. British Journal of Sports Medicine (senior associate editor) 2015 to present
2. Journal of Orthopedic and Sports Physical Therapy (special topics editor) 2015 to present
3. Manual Therapy, 2013 to 2015

Abbreviated to past 5 years

4. Associate Editor-*Journal of Manual and Manipulative Therapy*-2004-2007; 2012-present
5. Editorial Board-*Physical Therapy*-2006-2007
6. Italian Journal of Physiotherapy (2011-present)
7. Physiotherapy Practice and Theory (2012-present)

Editor-in-Chief

1. *Journal of Manual and Manipulative Therapy*-2007 to 2012 Responsibilities include journal design, article acceptance, development and selection of editorial board, and editorials.

Professional Awards and Special Recommendations:

Scholarly

1. Texas Tech University Banner Bearer (Awarded Annually to the Consensus Selected Top Graduate Student from Texas Tech University) – 2003
2. OPTP/JMMT Literature Review Award (Awarded for Best Published Literature Review Annually)-2003
3. OPTP/JMMT Literature Review Award (Awarded for Best Published Literature Review Annually)-2005
4. J Warren Perry Distinguished Author Award (Awarded for Article with the most Significant Impact in Rehabilitation within the Journal of Allied Health)-2005
5. US Bone and Joint, Young Investigators Initiative Award (AAOS) (Awarded for Rising Young Investigators: Designed to Provide an Infrastructure to Obtain an NIH Grant)-2005
6. Williams Evans Research Fellow, University of Otago, 2009, 2012
7. American Academy of Orthopedic Manual Physical Therapists/Dick Erhard Excellence in Research Award. 2011, 2012 and 2014.
8. 2012 APTA Dorothy Briggs Memorial Scientific Inquiry Award (co-author). American Physical Therapy Association
9. 2013 Walsh Scholar. Awarded to the most prolific researcher at the University

Teaching/Named Lectures

1. Excellence in Teaching Award-Duke University (1st years) (Student Voted Top Teacher in the Physical Therapy Program)-2006
2. Excellence in Teaching Award-Duke University (3rd years) (Student Voted Top Teacher in the Physical Therapy Program)-2006
3. Excellence in Teaching Award-Duke University (3rd years) (Student Voted Top Teacher in the Physical Therapy Program)-2007
4. Excellence in Teaching Award-Duke University (3rd years) (Student Voted Top Teacher in the Physical Therapy Program)-2009
5. 2009 recipient of the Dorothy E. Baethke - Eleanor J. Carlin Award for Excellence in Academic Teaching
6. Jack Allison Named Lecturer (2014) University of Minnesota
7. William Elam Scholar (2014) University of Oklahoma (named lecturer)
8. 2017, Pauline Cerasoli Lecturer – Top recognition for academic faculty by the education section of the American Physical Therapy Association.
9. Robert L. Lamb Distinguished Lecturer (Virginia Commonwealth University) 2017

Clinical and Professional Practice

1. Helen May Bradley Career Achievement Award-Maryville University (Awarded to a Physical Therapist who Embodies the Traits and Achievements of Helen May Bradley, the First Physical Therapists to Practice in Missouri) (2007)

Organizations and Participation:

1. American Physical Therapy Association-1990 to 1991, 1993 to present
 - a. Annual Program Conference Committee, Member-APTA-2005-2008
 - b. APTA Young Professionals Task Force Meeting-Committee Member-2006-2008
2. Orthopedic Section Member (APTA, 1995 to present)
3. Education Section Member (APTA, 2015 to present)
4. Ohio Physical Therapy Association-2010 to 2015

Abbreviated to past 5 years

5. North Carolina Physical Therapy Association-2004 to present
6. Texas Physical Therapy Association-1999 to 2004
 - a. Texas Physical Therapy Association, Permian Basin, Vice President – 1999 to 2002
7. Florida Physical Therapy Association-1990-1991, 1993-1999
 - a. Central Florida Physical Therapy Association, Member at large – 1998 to 1999
8. Missouri Physical Therapy Association (student member)-1986-1990
9. American Academy of Orthopedic Manual Physical Therapists-2001 to present
 - a. 2010 to present: Treasurer
 - b. 2006-2010: Research Committee Member
 - c. 2004-2010: International Affairs Committee Member

Journal Manuscript Reviewer

1. Physical Therapy Journal (Senior Reviewer)-2004-present
2. Journal of Manual and Manipulative Therapy-2004-present
3. Journal of Manipulative and Physiological Therapeutics-2005 to present.
4. Arthritis and Rheumatism-2006-present
5. Journal of Psychosomatic Disorders-2006
6. Journal of Allied Health, 2005-present
7. Archives of Physical Medicine and Rehabilitation-2006 present
8. Manual Therapy-2005-present
9. Physiotherapy Theory and Practice-2006 to present
10. Journal of Rehabilitation Medicine-2006 to present
11. Journal of Quality of Life-2007-present
12. Gait and Posture-2010-present
13. Journal of Kinesiology and Electromyography 2010-present
14. Cephalgia 2010-present
15. Journal of Orthopedic and Sports Physical Therapy (2011-present)
16. Brazilian Journal of Medical and Biological Research (2012-present)
17. J Neurosurgery 2011 to present
18. Clinical Anatomy 2010 to present

Editorial Board of Directors

1. Journal of Physiotherapy 2013 to present

Grant Reviewer

1. Grant Reviewer, American Academy of Orthopedic Manual Therapists – 2003 to present
2. Grant Reviewer, CIH (Canadian Institutes of Health), 2005 to present
3. Grant Reviewer, Arthritis Research UK, Copeman House, St Mary's Gate, Chesterfield, Derbyshire, S41 7TD, 2014 to present
4. Orthopedic Section of the American Physical Therapy Association. Section Grants. 2006, 2010
5. Patient-Centered Outcomes Research Institute (PCORI), 2015 to present
6. National Board of Health. Kuwait. 2011 to present

External PhD or Promotion and Tenure Reviewer

1. University of Pittsburgh, Ken Learman, PhD 2006
2. University of Otago (Alexis Wright, 2009, PhD)
3. Oakland University (John Krauss) 2009
4. Curtin University, Perth Australia (Toby Hall) 2010
5. Auckland University of Technology (Angela Cadagon) 2011
6. University of Western Ontario (Bert Chesworth) 2010
7. University of Otago, New Zealand (Marcus Melloh) 2012
8. University of Cincinnati (Kari Dunning), 2012.
9. University of Otago, New Zealand (Poonam Mehta), PhD. 2015
10. University of Ulster, Ireland (Eric Hegedus), PhD. 2016
11. University of Calgary, Canada (Geoff Schneider) PhD 2014

Abbreviated to past 5 years

12. Kent State University (Jennifer Reneker) 2015
13. Newcastle University (Shefali Mather 2015 to present)

Teaching Responsibilities:

PT 622 Evidence Based Practice I, II, and III (Course Coordinator)
PT 626 Assessing Outcomes of Care (Course Coordinator)
PT 705 Research Elective
PT 704 Musculoskeletal Patient Management I
PT 714 Musculoskeletal Patient Management II

Areas of Research Interest:

Clinical examination and conservative or surgical treatment of orthopedic-related conditions.

Funded/In Review Grant Activity:

External Support (Past Unsuccessful grants not included):

a) Present

Source: NIH/VA/DoD UG3/UH3

Title: **Improving Veteran Access to Integrated Management of Chronic Back Pain” (RFA-AT-17-001)**

PI: Steven George and S. Nicole Hastings

Total: 7.9 million USD

Role: Co-investigator (10% effort)

Purpose: This proposal provides infrastructure to enhance capacity to conduct pain research within the VA health care system, and directly informs on the comparative effectiveness of two pain management strategies that increase exposure to non-pharmaceutical treatments

Source: Department of Defense-W81XWH-13-PRORP-TRA

Title: **Incidence of traumatic osteoarthritis involving combat related injuries: Investigation of risk and protective factors**

Purpose: 1) To examine risk and protective factors (risk factors will include increased age, race, gender and rank whereas protective factors will include selected service responsibilities, such a military occupational specialty (MOS)) toward outcomes such as total healthcare utilization charges (>75% of distribution), discharge status (medical or normal), and return to duty rates in those who have experienced active duty/combat related trauma resulting in a diagnosis of PTOA in the hip or knee: To determine whether the type of combat related trauma is associated with poorer outcomes (total healthcare utilization charges, discharge status (medical or normal), and return to duty rates) in those who have experienced active duty/combat related trauma resulting in a diagnosis of PTOA in the hip or knee; and To examine the influence of non-rehabilitative care intensity (use of surgery [all OA-related forms] and imaging intensity) and appropriateness, timeliness, and intensity of rehabilitation services (conservative care) on outcomes such as total healthcare utilization charges, discharge status (medical or normal), and return to duty rates in those who have experienced active duty/combat related trauma resulting in a diagnosis of PTOA in the hip or knee.

Amount: \$375,254

Duration: 1 year

Role: Co-Investigator 2%

Source: Foundation for Physical Therapy, January 2018 through December 2019

Title: **Effectiveness of a Physical Therapist First Musculoskeletal Pathway**

Purpose: To evaluate outcomes and costs associated with a physical therapist first care pathway.

PI: Thigpen C

Role: Consultant

Amount: \$104,000

Source: Departmental, 2016 through December 2018

Abbreviated to past 5 years

Title: Does Therapeutic Alliance Demonstrate a Sustained Effect for Chronic Low Back Pain? A Randomized Controlled Trial

Purpose: Evaluate the influence of therapeutic alliance on patients who receive manual therapy

PI: Cook C, Reiman M,

Amount: \$12,545

Effort: 0%

Duration: 2 years

b) Pending

Source: Orthopedic Section, American Physical Therapy Association

Title: The Influence of a Cognitive Behavioral Approach on Changing Patient Expectations in Shoulder Pain

Purpose: To examine the effect of the PEERC protocol on the decision to have shoulder surgery, in patients with rotator cuff related shoulder pain.

Amount: \$39,340

Duration: 2 years

Role: PI 1%

c) Past

Title: Differences in Total Claims Paid and Patient Outcomes when a Patient with Spine Pain sees either a Physical Therapist first or a Medical Physician

Source: FFRDC

PI: Thigpen C (PI)

Purpose: Evaluate the financial and interventional effectiveness of a PT first model.

Cook C (consultant)

Amount: \$32,000

Duration: 1 year

Source: Department of Defense, Brooks Army Medical Center, Independent Funding 7/2015-12/2017

Title: Database analysis of surgical outcomes for femoroacetabular impingement syndrome (SOF study). We are exploring the health related outcomes of >2,000 subjects longitudinally who received FAI surgery.

Total: \$40,000

Rhon (PI)

Role: Cook C. Consultant

Successful

Source: Piedmont Orthopedic Foundation, 1/2017-1/2018

Title: Measurement and Quantitative Correlation of Spinopelvic Parameters and Acetabular Cup Orientation Between Standing and Sitting to Define a Better Functional Anteversion Safe Zone in Total Hip Arthroplasty

Amount: \$5,994

Sutter G and Seyler T (co-PIs).

Role: Cook C. Co-I: 0% effort

Successful

Source: PORT, 7/2016-6/2017

Title: Osteoarthritis Cohort Generation and Analysis Tool

Mather (PI),

Amount: 40K

Role: Cook C. Co-I: 0% effort

Successful

Abbreviated to past 5 years

Source: NIH U60: Center for Large Data Research & Data Sharing in Rehabilitation, 7/2016 – 6/2017
Title: **The influence of rehabilitation-intensive discharge destination on 30-day rehospitalization rates among older adults receiving lumbar spinal fusion surgery.**
Total: \$20,000
Cook C. (PI)
Role: PI: 9% effort.
Successful

PI: Cook C Co-PI Snodgrass S Type: Visiting Fellowship Scheme Effort: 0%
Title: **2014 and 2015 International Research Visiting Fellowship Scheme**
Purpose: Promote international collaboration between Duke University and University of Newcastle, Australia.
Amount: \$6,151
Duration: 1 year

PI: Cook C. Type: Foundation Effort: 0%
Title: **Physical Therapy Clinical Educators' Perceptions and Experiences of Clinical Prediction Rules**
Purpose: Survey physical therapists in North American regarding their use and thoughts of CPRs.
Amount: \$2,000
Duration: 1 year

PI: Cook C Type: Internal Department Effort: 0%
Title: **Conservative Intervention of Femoroacetabular Impingement Syndrome: A Randomized Controlled Trial**
Purpose: To compare the effectiveness of a conservative interventions for FAI versus a placebo control
Amount: \$11,040
Duration: 2 years

PI: Rhon D (PI), Cook C (consultant). Type: Department of Defense Effort: 0%
Title: **Surgical Outcomes for femoroacetabular impingement syndrome (SOF Study).**
Purpose: Look at longitudinal history of healthcare utilization for recipients of FAI surgery.
Amount: \$15,000
Duration: 1 year

PI: Riley, S. Cook C (investigator) Type: Foundation Effort: 0%
Title: **Clinimetrics of Patient Reported Outcomes Measures and Functional Performance Measures of the Shoulder**
Purpose: Compare the constructs of PROMs and Functional measures of the shoulder
Amount: \$2,000
Duration: 1 year

PI: Cook C. Type: Foundation Effort: 0%
Title: **Utility of an augmented exercise approach for patients with neck pain who receive a manual therapy intervention: A randomized controlled trial.**
Purpose: to determine the benefit of an augmentally applied home exercise program.
Funded amount \$540
Duration: 2011-2013

PI: Sizer, P (Cook investigator) Type: Foundation Effort: 0%
Title: **Essential criteria for excellence in fellowship education.**
Purpose: to identify the skill sets associated with fellowship training competency. Cook functioned as a work group member on the study.
Funded amount \$6,000

PI: Cook C. Type: Foundation Effort: 0%
Title: Meta-analytic methods of coding data from pdf sources
Purpose: to create software to capture appropriate pdf data sources in an article through the Centers of Excellence in Surgical Outcomes at Duke University.
Funded amount \$3000

PI: Cook C. Type: Foundation Effort: 0%
Title: Cross cultural validation of the Neck Disability Index in Brazilian Portuguese.
Purpose: to cross culturally validate and concurrently validate the NDI with the SF-36.
Funded amount \$4000

PI: Cook C. Type: Foundation Effort: 0%
Title: Clinical Spine Instability: A Delphi Approach.
Goals of the project were to define the parameters of clinical instability for the cervical and lumbar spine. We hypothesized that there were defined parameters unique to this condition.
Funded Amount: \$2000

PI: Cook C Type: Foundation Effort: 0%
Title: The Investigation of a Prescriptively Prescribed Non-Thrust Manipulation versus a Pragmatically Prescribed Non-Thrust Manipulation for Treatment of Individuals with Low Back Pain: A Randomized Controlled Trial
Purpose: 1) to measure differences in outcomes between a prescriptively applied joint mobilization and a pragmatically applied joint mobilization and to determine if the principle of specificity has validity. (We hypothesized that the long term outcomes for the pragmatically applied approach will be significant).
Amount: \$3000

Appendix 4: Letters of Support

Department of Teacher Education
MEMORANDUM

TO: Dr. Nancy Landgraff, Chairperson and Professor Department of Physical Therapy
Dr. Kenneth Learman, Professor Department of Physical Therapy

FROM: Dr. Marcia Matanin, Chairperson Department of Teacher Education

DATE: January 22, 2018

RE: Letter of Support

This letter is to support the PhD program in Physical Therapy. The Department of Teacher Education is pleased to offer the following courses included in this program:

- TCED 6922 Principles of Instruction
- TCED 6934 Assessment and Accountability
- TCED 6936 Curriculum, Assessment, and Instruction to Improve Learning

The Department of Teacher Education trains future educators to use their content knowledge, combined with pedagogical knowledge learned in these courses, to provide “best practices” in the classroom. These courses provide future teachers with the necessary knowledge, skills, and dispositions to become effective teachers.

Please feel free to contact me with any questions.

Thank you.



Youngstown

STATE UNIVERSITY



To: Professor Nancy Landgraff, Chair, Department of Physical Therapy

From: John Hazy, Professor and Graduate Coordinator, Criminal Justice

Date: February 1, 2018

Re: Methodology Course Support from Criminal Justice for PhD in Health Science

This letter serves to represent the Criminal Justice graduate program's enthusiastic support for the PhD in Health Science program proposed and developed by the Department of Physical Therapy.

Being in the Bitonte College of Health and Human Services, along with several other graduate programs (Master of Health and Human Services, Master of Public Health, Master of Respiratory Care, Master of Science in Nursing--Nurse Anesthetist, Clinical Nurse Specialist, Family Nurse Practitioner, Nurse Education, & School Nurse, Master of Athletic Training, and Master of Social Work), the Master of Science in Criminal Justice program fully backs the creation of the PhD in Health Science program. It will address a higher education need for our students and will be an asset for YSU in general.

The Master of Science in Criminal Justice program contributes to this PhD in Health Science program by offering two of our courses: CJFS 6940 Statistics in Health and Human Services and CJFS 6945 Research Methods in Health and Human Services to students who will be in the PhD in Health Science program. These two courses are offered regularly and can handle the additional enrollment of the anticipated PhD in Health Science students.

If there is anything else that I can provide to reflect our complete support for the PhD in Health Science program being proposed, please contact me at jmhazy@ysu.edu or 330 941-1789.

Encouragingly,

John M. Hazy, PhD
Professor and Graduate Coordinator, Criminal Justice
Youngstown State University
Cushwa Hall, room 2167, Youngstown, OH 44555
JMhazy@ysu.edu, 330 941-1789



February 8, 2019

Dear Youngstown State

Dr. Ken Learman and I have been in long-term communication regarding the proposed PhD at Youngstown State University. I am in full support of this initiative and can offer my services as a committee member for student projects. I have a rich history of mentoring PhD students and Post-doctorates and have conjoint appointments at the University of Newcastle Australia's PhD program and previously with the University of Otago in New Zealand.

Professionally,

A handwritten signature in black ink, appearing to read "Chad Cook".

Chad Cook PT, PhD, MBA, FAAOMPT

Program Director

Duke Doctor of Physical Therapy Division

Duke Clinical Research Institute

2200 W. Main St. Durham NC, 27705



YOUNGSTOWN
STATE
UNIVERSITY

**RESOLUTION TO AUTHORIZE
RECOMMENDATION OF CANDIDATES
FOR HONORARY DEGREES**

WHEREAS, the *Policies of the Board of Trustees* provide for the recommendation of candidates for honorary degrees for the next academic year who are reviewed and recommended by the Academic Events Committee, the Provost/Vice President of Academic Affairs, and the President of the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2018-2019 academic year be granted from the candidates listed in the roster attached hereto.

Board of Trustees Meeting
June 7, 2018
YR 2018-

3356-10-05 Honorary degrees and commencement speakers.

Previous Policy Number: 1005.01
Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: October 1997; July 2009; June 2011;
June 2013; December 2015
Board Committee: Academic Quality and Student Success
Effective Date: December 16, 2015
Next Review: 2020

- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events.
- (B) Procedures for selecting and approving candidates.
- (1) Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.
 - (2) Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
 - (3) Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

- (4) The academic events committee will review the credentials of all the candidates recommended and will submit a list of no less than fifteen and no more than twenty candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.
- (C) Selection of the commencement speaker.
- (1) The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.
 - (2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.
- (D) Selection of the honorary degree recipient.
- (1) Only the board of trustees is authorized to approve the awarding of an honorary degree.
 - (2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.
 - (3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.

**Commencement Speaker Suggestions
Academic Events Committee**

Alphabetical Master List

Jamael Tito Brown
William E. Brown
Laurie Brlas
Sophia Brooks
Barbara Brothers
Marla Mitchell-Cichon
Harold Danko
Larry Davis
Denise DeBartolo-York
Sam Grooms
John Guffey
Joe Hamrock
Ron Jaworski
Don Lewis
Marc Malandro
Shirley M. Martin
Gary Wagner

Biographies

Jamael Tito Brown-

Jamael Tito Brown is a lifelong resident of Youngstown, Ohio. He is the Director of Operations for the Mahoning County Treasurer's Office, where he manages the day to day operations. Tito is married to Lynette C. Brown, formerly Lynette Frost. They have 5 children, Aaron, Kimberly, Camille & Clarisa, and Quentin. In August, 2011, Tito was appointed to Youngstown City Council as President of Council. Prior to the appointment, he served as 3rd Ward City Councilman for 3 ½ years. Tito was also a Member of the Youngstown City School Board for 4 years. Tito won the 2017 Democratic primary election for Mayor of the City of Youngstown.

Educational Background:

Master Degree in Clinical Counseling, Youngstown State University
Bachelor Degree in Criminal Justice, Youngstown State University
High School Diploma, The Rayen School

Work Experience:

Chief Deputy Treasurer, Mahoning County Treasurer Office
Human Relations Director, City of Youngstown (appointed by former Mayor Jay Williams)
Community Organizer, Youngstown State University
Case Worker, Mahoning County Children Services

Political Experience:

President, Youngstown City Council
Third Ward Councilman, Youngstown City Council
Campaign Manager, Jay Williams for Mayor
Member, Youngstown Board of Education

Volunteer Service:

Board Member, Mahoning Valley Sanitary District
Board Secretary, Wick Neighbors Inc.
Board Chair, Mahoning-Youngstown Community Action Partnership

William E. Brown-

A Youngstown native, entered the US Air Force in 1968 and began his distinguished career providing rescue and emergency medical services to downed pilots during the Vietnam war as a Pararescueman in the US Air Force Special Operations Forces. He was awarded the Distinguished Flying Cross for "heroism" for the rescue of two pilots shot down behind enemy lines in North Vietnam in 1971. In addition, he was awarded an Air Medal with 3 oak leaf clusters, Vietnam Service Medal, Expeditionary Forces Medal, Good Conduct Medal, and Expert Rifleman Medal.

Following his military service, he completed five years of undergraduate education at YSU, with an Associate Degree in Applied Sciences in 1976 with a major in both nursing and political

science, and a Bachelor of Science in AS with a dual major in Nursing and Law Enforcement Administration in 1977. He continued his education at Indiana University where he received a Master of Science degree in Health and Safety Education in 1979.

During his college years at YSU, he served as the President of Student Government, was recognized as a Best-All-Around student. He is best known as “The man who saved the rock” in front of Kilcawley Center with his lobbying efforts against the moving of the rock off-campus.

William Brown worked at Wishard Memorial Hospital Emergency Department, returned to YSU to serve as the Paramedic Program Director in the Department of Allied Health, completed two years of post-graduate education at the University of Akron and was appointed the Executive Director, and Chief Executive Officer of the national EMS (Emergency Medical Services certification agency, where he served for 25 years. During his service, he was appointed by the US Department of Transportation to serve on many committees and lectured and presented in all 50 states.

Mr Brown was awarded many prestigious awards such as 2009 Rocco V. Morando Lifetime Achievement Award in EMS, the highest national recognition awarded to an EMS professional, National Association of EMS Physicians (NAEMSP) Ronal D. Stewart MD Lifetime Achievement Award, National Association of EMTs Presidential Leadership Award, Armstrong Industries Literary Award, etc. to name just a few. In recognition of Mr. Brown’s dedication to achieving excellence in EMS, the YSU EMS Paramedic program instituted the William E. Brown, Jr. Academic Excellence Award, which is given to students with the highest academic average in the program.

Laurie Brlas-

Laurie Brlas is a FL native and a YSU alumni, who has received a degree in Accounting in 1993. Worked as the Executive VP and CFO with Newmont Mining Corp. In her employment with Cliffs Natural Resources as Executive VP and CFO she oversaw all of global finance, and at various times oversaw human resources, information technology, business development and corporate strategy.

Sophia Brooks-

An 80 year-old native of Youngstown, attended the Dana School of Music and the Cleveland Institute of Music. Was the first African American Soloist at the First Christian, First Presbyterian and the Saint John’s Episcopal churches. She traveled across the nation as a vocalist as well as appeared with the Youngstown Symphony Orchestra. For over a decade, she was the first local female African American to host a television show, called “Expressions” with WKBN.

Barbara Brothers-

Barbara (Hoover) Brothers earned a bachelor's degree in English from Youngstown University in 1958, a master's degree from Western Reserve University in 1962 and a PhD in English from Kent State University in 1973. She taught English at Austintown Fitch High School and was an adjunct faculty member at Youngstown University from 1960-1967, serving as director of Humanities and teacher for Upward Bound in 1966 and 1967, at which time she joined the YSU faculty as an English instructor. She rose through the ranks and was promoted to full professor in 1983. From 1974 to 1992, she chaired the Department of English and played a significant role in shaping many academic and outreach programs that still exist today, including Professional Writing and Editing (now Professional and Technical Writing), Peace and Conflict Studies, Women's Studies and American Studies. In 1993, after serving as acting graduate dean, she was appointed dean of the College of Arts and Sciences. Encouraging excellence in others, Brothers set a high standard for herself as well, publishing numerous scholarly articles and a monograph, co-editing five scholarly books and two national journals, serving as the writer or co-writer of more than \$3.5 million in grants, delivering numerous presentations at state, national and international scholarly conferences and reviewing manuscripts for scholarly journal and presses. She was named a Distinguished Member of the Honor Society of Phi Kappa Phi, received College English Association Professional Achievement Awards in 1999 and 2001 and a Distinguished Service Award in 1994, Kent State English Department Distinguished Alumnus Award in 1994 and YSU Arts and Sciences Distinguished Alumnus in 1991. She received the Watson Distinguished Professor Award in 1974, the YSU Distinguished Professor award three times and the Watson Distinguished Department Chair Award four times. At the state and national levels, Brothers provided leadership to the College English Association of Ohio, the Ohio Humanities Council, the national College English Association, the Association of Departments of English, the Modern Language Association, the State Library Board, and the National Endowment for the Humanities. On campus, among her many service roles were the Senate Executive Committee, Chair of Graduate Council, Chair of Academic Standards and Events and hiring committees for University President and two deans. She has also served and continues to serve the community through participation and leadership in numerous organizations, including the League of Women Voters of Greater Youngstown, YWCA Capital Campaign, Youngstown Symphony, Park Vista Board, Youngstown Chapter of AAUW and the Citizen's League of Youngstown. She helped to endow the YSU Poetry Center through the Drs. Barbara Brothers and Gratia Murphy Fund. She is a Gould Society Member, the local YSU liberal arts honor society, to which she was elected in 1958, the year of its founding. She is the mother of two children, Mark and Jill Brothers, and two step-children, Emily Ludwig and Marla Haims Cohen. Her husband, Lawrence Haims, passed away in 2016. They have nine grandchildren. Brothers retired in 2001 and was bestowed the title Administrator Emeritus.

Marla Mitchell-Cichon-

Received a HHS degree in Criminal Justice in 1981 from YSU. Worked as a professor/director at Thomas M. Cooley Law School. Director of the Cooley Innocence Project which works to secure the release of factually innocent Michigan prisoners through the use of post-conviction DNA

testing. She also works closely with the Access to Justice Clinic to assist individuals with the collateral consequences related to their involvement with the criminal justice system and family courts. She has received the Justice for All Award from the Criminal Defense Attorneys of Michigan in 2014.

Harold Danko-

Harold Danko is well recognized from long-term associations with impressive jazz legends including Chet Baker, Gerry Mulligan, Thad Jones/Mel Lewis, Lee Konitz and Woody Herman, in performances at major jazz venues throughout the world as well as on recordings, television and video. During the last two decades he has become increasingly known as a band leader, composer, and solo pianist, and is well documented in those capacities on more than thirty CDs on the SteepleChase and SunnySide labels.

As a leader he has been featured at the Rochester International Jazz Festival, Lincoln Center's "Meet the Artist" series, Washington DC Performing Arts Society series at J.F.K. Center, and numerous jazz festivals both in the USA and abroad. Throughout the 1990's he performed with and composed for his quartet with Rich Perry (tenor saxophone), Scott Colley (bass) and Jeff Hirshfield (drums), and in 1995 received an NEA Fellowship to perform his own works in a series of concerts in New York City. More recently he has led a trio with Hirshfield and Michael Formanek or Jay Anderson (bass) in addition to adapting many of his compositions for solo piano performance. He recently returned from a professional leave of absence in the fall of 2011, during which he taught and performed in Taiwan, Italy, and Switzerland, in addition to work on two new recording projects. His latest trio CD, released in 2012, is "Unriched" on SteepleChase.

Professor Danko has been on the faculty of the Eastman School of Music in Rochester, NY, since 1998 and served as Jazz Studies Chair from 2002 – 2011. Prior to his appointment at Eastman he served on the faculties of the Manhattan School of Music, the New School/Mannes, Hartt College, and other institutions. Beginning his piano studies at the age of five, Harold became serious about pursuing a career in jazz at the age of fifteen when he commenced studies with Gene Rush in Youngstown, Ohio. After graduation from Youngstown State University and a stint in the U.S. Army band, Harold landed the piano chair in Woody Herman's Thundering Herd, which launched his career as a much sought after jazz musician. He also developed a reputation as a respected jazz educator in New York City and throughout the world.

Currently at Eastman he teaches jazz piano, directs the Jazz Performance Workshops, and heads the Eastman Jazz Trio, and Quartet. The group released their first CD in 2003 and continues to perform in the region. In addition to his own educational video, Jazz Keyboard Techniques, available only in Brazil, he can be seen and heard on video performances with Gerry Mulligan, Chet Baker, and Lee Konitz. Harold's featured column, "Solo Piano", appeared in Keyboard Magazine for more than five years, and his keyboard improvisation method, the Illustrated Keyboard Series, is a widely used reference work. In 2007 he received a Bridging Fellowship to do research in University of Rochester Linguistics Department on the relationship of speech and music, and continues to advise students who are pursuing this line of research. Harold has won ASCAP awards yearly since the early 80's for the value of his catalog of original compositions.

Larry Davis-

Originally from Salem, Ohio, Sculptor Larry Davis began his academic career in 1970 as a biology major at Youngstown State University. During that same time, he also played drums in a rock band, The Sound Barrier, which achieved regional success. A series of life altering experiences led Larry to “pick up a paint brush” and eventually switch majors from Biology to Fine Arts. In 1976, he graduated from YSU with a BFA in Sculpture and a K-12 Teaching Certificate.

After graduation, Larry received a commission to create a “functional art” sculptural bed and continued to play with The Sound Barrier until 1979, when he began graduate studies at California State University in Long Beach (CSULB). In 1983, he earned an MFA in Sculpture with a minor in photography and upon graduation, continued at CSULB as a part-time instructor for several years.

In 1980, while still a graduate student, Larry began his decades-long career with the Walt Disney Company. His numerous positions with Disney included Production Artisan and Show Design, Entertainment and Art Department; Operations Manager of Store Development, Anaheim Disneyland Resort; Senior Manager of Fixture and Theme Development, Global Store Design and Construction, Worldwide Disney Store Imagination Park prototype; Senior Creative Producer, Walt Disney Imagineering Creative, Anaheim, CA; and Senior Creative Producer, Walt Disney Imagineering Creative, Shanghai Disneyland Main Entrance. In 2016, Larry retired from Walt Disney Imagineering as Executive Producer and Creative Director, Shanghai Disneyland Main Entrance.

From 1986-1991, Larry stepped away from Disney to pursue his own design firm, Larry A. Designs in Los Angeles. During that time, he had significant success, working in the entertainment industry as an Assistant Art Director for TV specials and commercials, fabricating models for architectural firms, and designing and building unique sculptural furniture pieces. He

was represented by two LA art galleries, Piezo Electric and The Brendan Walter Gallery, and was included in group shows in several other LA-based galleries as well as the Holly Solomon Gallery in New York City.

Upon returning to Disney, Larry was able to continue creating and exhibiting his own works for a number of years. Selected examples include a commission from the architectural firm Linane/Drews Architects for a 17-foot-tall outdoor sculpture in Burbank and shows at Cache Contemporary Gallery, Los Angeles, Stroke and Structure Gallery in Pasadena, and the MorYork Gallery in Highland Park. However, when he agreed to assume leadership of the Walt Disney Imagineering Creative Shanghai Disneyland project in 2010, creation of his own works was delayed indefinitely. The park opened on June 16, 2016, and on October 1, 2016, Larry officially retired from Walt Disney Imagineering.

Larry currently lives in Los Angeles with his wife, Maureen, and maintains a studio in their home, where he continues to work on new sculptural ideas. He frequently returns to Salem and the Youngstown area to visit his mother and sister and in April will return to the YSU campus

for a week of lectures, seminars, and meetings with faculty and students in the College of Creative Arts and Communication.

Larry's exceptional career has spanned more than three decades of both professional and personal creative work at the highest levels internationally. During that time, his art form has been transformed by technology, and his designs for the Shanghai project were far removed from the initial 50 bronze Mickey Mouse statues that he casted for the Walt Disney Company in 1980. Larry Davis is a visionary entrepreneur whose life and career continue to exhibit all of the stated criteria for Commencement Speaker candidates.

Denise DeBartolo-York-

Owner, San Francisco 49ers. Marie Denise DeBartolo York (born 1951 in Youngstown, Ohio) is the owner of the San Francisco 49ers. She is the daughter of late construction magnate Edward J. DeBartolo Sr. and Marie Patricia Montani DeBartolo.

DeBartolo grew up in a family famous for real estate development. She attended Saint Mary's College of Indiana. After graduation, she joined the family business, The DeBartolo Corporation, and became its executive vice president. In 1994, following her father's death, she became company chairman. Since acquiring the firm, she has diversified its assets, buying several retail and restaurant chains. In 1981, The DeBartolo Corporation purchased the National Hockey League's Pittsburgh Penguins. DeBartolo York was president of the Penguins from 1988–1991, including their 1990–1991 championship season, and only the 2nd woman to serve as President of a Stanley Cup winning team. In 1991, the year following the championship, The DeBartolo Corporation sold the Penguins. In 2000, DeBartolo York and her husband John York gained control of the 49ers and other sporting assets from her brother, Edward J. DeBartolo Jr. She currently resides in the Youngstown suburb of Canfield, Ohio.

Denise and John York have been major supporters with their resources and time to Youngstown State University and the athletic department. The Yorks helped in the development of Stambaugh Stadium's DeBartolo Stadium Club and in February 2002 made a contribution of \$500,000 to YSU's women's athletic programs. Their other recent contribution to the university was a \$1.5 million donation for the Wellness and Recreation Center. Also, the Edward J. DeBartolo Memorial Scholarship Foundation has provided thousands of dollars to area high school students to continue their higher education at YSU.

With more than 25 years of experience in the field of sports management and real estate development and operations, Denise DeBartolo York has received accolades as one of the most successful business women in the United States.

Sam Grooms-

Chief Executive Officer (CEO) Sam Grooms is responsible for measuring risk, managing growth, and maintaining relationships with Hy-Tek Material Handling's vendors, bankers, and other valuable business partners.

Based in Columbus, Ohio, Sam Grooms has spent his entire professional career, more than 33 years, at Hy-Tek. Working his way through the ranks from Aftermarket Sales Representative and Capital Sales Representative to Vice President of Integrated Systems, Sam was named CEO in 1997.

Under Sam Grooms' leadership, Hy-Tek's revenues have grown nearly seven-fold over the past decade, with sales of \$72 million recorded in 2013. Recognized for his business acumen, Sam has twice been a finalist for Ernst & Young's Entrepreneur of the Year Award.

As an Employee Stock Ownership Plan (ESOP), Hy-Tek is owned by its associates. CEO Sam Grooms retains one-quarter ownership of the company, with the remaining three-fourths divided among Hy-Tek's employee-owners.

Active professionally, Sam served on the board of directors of the Material Handling Equipment Distributors Association (MHEDA) from 1994-2002. In addition, he was a member of MHEDA's executive board, 1995-2002, and served as the association's youngest ever president in 1999. Grooms served on Key Bank's Advisory Council as well as NACCO Material Handling Group and Unarco's Client Advisory Councils.

Sam Grooms holds a Bachelor of Science degree in Business Administration from Youngstown State University.

John Guffey-

Received a degree in Industrial Engineering in 1962 from YSU. Retired CEO of Coltec Industries. Was the Chairman of the Board and Chief Executive Officer of Coltec Industries Inc. since January 1998. Mr. Guffey served as the Chief Operating Officer of Coltec Industries from 1993 to January 1995. He worked at Coltec Industries for 12 years in a series of successively more responsible management positions. He served as the Chief Executive Officer of Gleason Corp. since January 2005. Mr. Guffey served as the Chairman of the Board, Chief Executive Officer and President of Coltec Industries Inc. from February 1995 to December 1997. He serves as Vice Chairman of Gleason Corp. and has been its Director since 1995. He serves as a Director of Coltec Industries Inc. He served as a Director of Giddings & Lewis, Inc. since 1995. He served as a Director of Keystone International Inc. 78 years old, lives in SC.

Joe Hamrock-

Joe Hamrock, president and CEO of NiSource Inc. assumed this role upon the separation of Columbia Pipeline Group from NiSource on July 1, 2015, and was also elected to the NiSource Board of Directors.

Hamrock previously served as executive vice president and Group CEO for NiSource's Gas Distribution segment, which included local gas distribution companies in Kentucky, Maryland, Massachusetts, Ohio, Pennsylvania and Virginia.

In that role, he had comprehensive responsibility for all financial, operational, regulatory and commercial performance at NiSource's gas distribution operations. In coordination with leadership teams across each of these areas, he focused on driving the company's long-term growth plan, premised on executing a steady stream of infrastructure improvements and growth investments, synchronized with complementary regulatory and customer program initiatives.

Hamrock joined NiSource in May 2012 after serving in a variety of senior executive positions with American Electric Power (AEP), including president and chief operating officer of AEP Ohio, and roles in engineering, transmission and distribution operations, customer service, marketing and information technology.

He began his energy industry career as an electrical engineer in transmission and distribution planning at AEP in Steubenville, Ohio. He went on to work in commercial and industrial customer services, and held leadership roles in commercial marketing and customer services, strategic development and other executive roles. Prior to becoming president of AEP Ohio, Hamrock was senior vice president and chief information officer in AEP's Shared Services organization from 2003-2007, and from 2002 to 2003 was senior vice president - General Services.

Hamrock received a bachelor's degree in electrical engineering from Youngstown State University and a master's degree in business administration from the Massachusetts Institute of Technology, where he was a Sloan fellow.

Ron Jaworski-

Ron Jaworski is a YSU alum and former pro football player. Born in Lackawanna, NY, Ron was a three-sport standout in high school. After an outstanding career at YSU, he was drafted by the Los Angeles Rams in the second round of the 1973 draft. He spent 4 years with the Rams before being traded to the Philadelphia Eagles. Ron led the Eagles for 10 years including a trip to the 1980 Super Bowl. Ron retired in 1990 with a career total of 28,190 passing yards and 179 touchdowns.

His leadership continues in his various business ventures. He owns 4 golf courses and a professional sports team. In addition, his Jaws Youth Playbook works with United Way to delivered more than \$3 million in 10 years to more than 100 non-profit organizations providing varied services to children ranging from the ages of 7-18.

Aside from his business ventures, Jaworski is also a regular on ESPN, NFL Films and Eagles Television Network (Philadelphia) and has become one of the most distinguished NFL analysts on television. He frequently mentions his experiences at YSU and has returned to campus where he shares his enthusiasm.

Don Lewis-

Don Lewis is president of SCA's Americas Business Unit, responsible for this global company's businesses in North and Latin America, which generate more than two billion dollars annually in sales.

Lewis joined SCA in 2001 as Senior Vice President of Sales and Marketing for the company's away from home tissue business and was named president of that division in 2008. Under his leadership, SCA introduced the global Tork® away from home tissue brand to North America and today SCA holds a top three position for this category in the North American region.

In 2012 he became president of SCA's Americas businesses. In this role he leads SCA's Americas businesses in the categories of feminine care, baby care, incontinence care, consumer tissue and away from home tissue, which include a number of market-leading brands. He oversees the operations of 23 manufacturing facilities that employ more than 8,000 in locations spanning Canada to Chile. Lewis is a member of SCA's global senior management team.

Earlier in his career, Lewis held general business, finance, sales and marketing and worked in companies such as Fort Howard Paper Company in Green Bay, WI, and Encore Paper in New York. He is a graduate of Youngstown State University and lives with his family in Youngstown, Ohio.

Marc Malandro-

Vice President of Operations, Science at Chan Zuckerberg Initiative
Chan Zuckerberg Initiative, Palo Alto, California

Marc Malandro serves as the Vice President of Operations for Science at the Chan Zuckerberg Initiative, serving as part of the team to partner and support novel advances in scientific research. Researchers around the world are dramatically expanding our understanding of the science behind medicine. To accelerate this progress, we will bring scientists and engineers together in new ways, create computational and experimental tools to empower the scientific community and build a movement to support basic scientific research.

Previously, Dr. Malandro was the Vice Chancellor for Technology Management and Commercialization and the Founding Director of the Innovation Institute at the University of Pittsburgh. The Innovation Institute leverages the University's campus-wide expertise in teaching and supporting entrepreneurship, assisting entrepreneurs, and transforming world-changing Pitt research into innovations with great commercial potential. Under Dr. Malandro's leadership, the University filed over 1,100 new US patent applications, had been granted 609 US issued patents, entered into over 1,203 license agreements and formed 86 companies based on University research. Dr. Malandro still serves as an Adjunct Professor of Bioengineering and Medicine.

Prior to joining the University, Dr. Malandro co-founded Sagres Discovery, a systems biology company focused on the understanding of the molecular basis of cancer, where he served as Vice President of Technology and Strategic Alliances and was involved in all aspects of intellectual property, licensing and alliance management. Marc completed a PhD from Case-Western in 1996, and earned a BS and MS in Biological Sciences from YSU.

Dr. Malandro's expertise is at the interface of science, business and law including technology transfer, commercialization of technologies based on academic research, intellectual property,

industry–academia relations, innovation and entrepreneurship, licensing, new company formation and partnership–alliance management.

Shirley M. Martin-

Received a degree from YSU in Home Economics in 1973. Vice President of Grants US Soldiers Foundation. Served 12 years in the active Army as an enlisted soldier and an officer and 24 years in the Army Reserve. She was deployed to Germany to support contingency ops in Bosnia and mobilized for 14 months for Operation Iraqi Freedom. She is currently the Louisiana Dept President of the Reserve Officer Association to advise legislative officials on military issues. 65 years old, lives in New Orleans, LA.

Gary Wagner-

Gary Wagner has been named vice president and senior regional officer of the Cincinnati Branch of the Federal Reserve Bank of Cleveland effective October 1, 2016.

Wagner will serve as the Bank’s senior official in the Cincinnati region, with responsibility for managing relationships with regional stakeholders, monitoring the region’s economic environment, and conducting economic research and analysis.

“Gary brings with him significant expertise on issues such as regional economics, state tax structures, and municipal pension systems, expertise gained through his work at the Federal Reserve Bank of Philadelphia and in academia,” says Mark Schweitzer, senior vice president of the Bank’s Outreach and Regional Analytics Department. “Gary’s appointment is part of our ongoing commitment to outreach and engagement in the region, allowing the Bank to gather information regarding economic developments in the Cincinnati region and to better inform our decision making.”

Since 2015, Wagner has served as the Philadelphia Fed’s regional economic advisor, conducting applied research on regional and public finance issues. Prior to his work at the Philadelphia Fed, Wagner was a professor of economics for 15 years, most recently at Old Dominion University in Norfolk, Virginia. During his tenure there, he served as associate director of the Old Dominion University’s Economic Forecasting Project and as co-editor of the State of the Region Report (2013–2014), and he also participated as a respondent in the quarterly Survey of Professional Forecasters produced by the Philadelphia Fed.

Wagner is an active economic researcher, publishing in peer-reviewed journals on a variety of economics and finance topics including revenue cycles, state budget funds, and public-sector savings. He has been a visiting scholar in the Research Department of the Federal Reserve Bank of St. Louis, as well as a member of the Governor’s Council of Economic Advisors in Arkansas from 2008 to 2011 while serving as professor of economics at the University of Arkansas.

Wagner holds a PhD and an MA in economics from West Virginia University and a BA in economics and political science from Youngstown State University.



**RESOLUTION TO APPROVE TENURE FOR THE ASSOCIATE DEAN,
COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND
MATHEMATICS**

WHEREAS, the College of Science, Technology, Engineering, and Mathematics recently identified a candidate for the associate dean's position who was identified from an applicant pool obtained as a result of a national search process and recommended by the search committee; and

WHEREAS, the candidate's credentials have been reviewed by the faculty of the Department of Mechanical, Industrial, and Manufacturing Engineering, the Dean of the College of Science, Technology, Engineering, and Mathematics, and the Provost and Vice Associate for Academic Affairs, who have recommended appointment of the candidate with tenure to the President; and

WHEREAS, the candidate's credentials have been reviewed by the President, who recommends the appointment of the candidate as a Professor with tenure to the Board of Trustees; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the awarding of tenure to Dr. Greg Dillon, effective March 1, 2018.

DR. GREGORY PAUL DILLON

1100 Boardman Canfield Road #15A
Boardman, OH 44512
(c) 814 321-6894 (w) 330 941-3106
gpdillon@ysu.edu

CAREER HIGHLIGHTS

- Over 25 years of experience in material and process research and development with a focus on process modeling, characterization, manufacturing technology optimization and industrial transition.
 - Original focus on polymer process technology expanded over two decades to encompass advanced composites and hybrid systems.
 - Career long focus on development and rapid transition of innovative, cost-effective processing technology.
 - Focused several years of research on polymers for medical devices.
 - Led a project on the development of material systems and architectures for personnel protective applications.
 - Developed specialty reaction injection molding technology for automotive drivetrain applications, flexible shafts for aerospace, hybrid/metallic systems for acoustic optimization and miniaturized processes for medical devices.
 - Co-led development of Digital Image Correlation technology for strain mapping in composites and filled polymer adhesives.
- Conceived and directed basic and applied technology development programs typically valued between \$1M and \$4M per year.
 - Research portfolio spanned basic research in material and process physics all the way through rapid implementation of complex, cost effective manufacturing systems
 - Developed and transitioned to the US military fleet several cost saving manufacturing technologies ranging across air, ground, surface and underwater platforms.
 - Strong track record of collaborative technology development with the industrial base, including medical products, automotive, aerospace, material development, wind energy, metal processing, polymer technology, personnel protective equipment, software development, adhesive systems, none destructive testing and mining industries.
- Career has encompassed a unique range of appointments spanning small and large businesses, basic and applied research, academic instruction as well as rapid industrial product development.
 - Assistant Director of Composites and Polymer Processing Program at the Massachusetts Institute of Technology (Later the Composites Manufacturing Program)
 - Principal Engineer at Northrop Grumman Advanced Technology Development
 - Senior Development Engineer at a start-up company focused on innovative technology development and implementation
 - Deputy Head of Composite Materials Division of Penn State's Applied Research Laboratory
 - Associate Director for Research and Technology Transfer, School of Engineering at Penn State Erie.
 - Professor of Engineering (Tenured) in Plastics Engineering Technology at Penn State Erie
 - Broad experience in undergraduate and graduate instruction
 - Over 40 referred publications, including two book chapters in a manufacturing text as well as eight US patents
- Strong track record in the assembly of multi-disciplinary research teams focused on rapid technology development and transfer
 - Principal Investigator on a program focused on design of polymeric materials for the prevention of Traumatic Brain Injury. Team addresses Finite Element Analysis, multi length scale modeling, material formulation, test and characterization.

- Led a program focused development of advanced test techniques to facilitate rapid implementation of emerging materials. Team included experts in materials science, computer programming, process design, chemical engineering and structural analysis.
- Led several rapid technology development programs focused on cost reduction and performance enhancement for military systems. Teams included experts in material and process development, acoustic analysis, hydrodynamics, structural design and analysis, test and characterization, tooling design and fabrication, quality control. Programs typically achieved 'paper to prototype' development in 9 to 18 months
- Led the materials and process development functions in a program focused on the commercialization of a patented Left Ventricular Assist Device (LVAD)
- Broadly skilled in material and process characterization techniques.
 - Comprehensive familiarity with ASTM, SACMA, and specialty mechanical test techniques for both polymers and advanced materials.
 - Applied and analyzed a wide-range of thermal and spectrographic techniques for numerous polymer and composite development and characterization programs. Techniques have included: DMA, DSC, TGA, TMA, FTIR, EDS, XRD, AFM, ATR-FTIR, and many others
 - Frequently apply polymer characterization techniques in optimization of process cycles for emerging materials including BMI's, PETI's, polyurethanes, polyureas, epoxies, vinyl esters, and a range of thermoplastics

WORK EXPERIENCE – REVERSE CHRONOLOGICAL

Youngstown State University, Youngstown OH. 3/18 to Present
Associate Dean of STEM College – Responsible for advancement and growth of academic programs in the STEM disciplines at YSU, including student and faculty recruitment and retention, academic standards and outreach. Particular focus on engineering programs with additional emphasis on growth of research activity as well as industrial and government collaborations.

Penn State Erie, The Behrend College, Erie PA. 4/17 to 12/17
Professor of Engineering, Plastics Engineering Technology – Responsible for instruction of a variety of PLET subjects including Computer Applications for Plastics, Introduction to Part and Tool Design, Introduction to Plastics, Introduction to Medical Plastics, Physics of Additive Manufacturing Process as well as the Senior Design Course in Interdisciplinary Business with Engineering. Conducting funded and independent research in composites manufacturing, material characterization and business analysis. Also responsible for mentoring early career faculty in research program development, proposal drafting and funding procurement.

Penn State Erie, The Behrend College, Erie PA. 1/13 to 8/16
Associate Director of Engineering for Research and Technology Transfer – Responsible for enhancing the research portfolio of the School of Engineering by matching talent with appropriate funding opportunities, both industrial and government. Assist Faculty in identifying, capturing and executing funded research programs while further integrating research activity into the undergraduate experience. Provide a central resource for support of the technical proposal development process. Advise College leadership on internal research investments. Participate in strategic planning related to research, development and technology process, particularly as related to industrial partnership. Focused on establishing and maintaining research relationships with companies engaged in rapid technology implementation. Teach the Capstone program in Interdisciplinary Business with Engineering which typically engages student teams with eight to ten companies focused on product or process development. Students must complete a technical and business case analysis.

Associate Professor of Engineering, Plastics Engineering Technology 1/13 to 4/17
 Responsible for instruction of a variety of PLET subjects including Computer Applications for Plastics, Introduction to Part and Tool Design, Introduction to Plastics, Introduction to Medical Plastics, Physics

of Additive Manufacturing Process as well as the Senior Design Course in Interdisciplinary Business with Engineering.

Applied Research Lab, Penn State U – State College, PA.

11/00 to 12/2012

Deputy Division Head – Composite Materials Division. Principal Investigator on a wide range of DoD and Industry funded programs. Areas of investigation include; determining the effects of process parameters on microstructural variation in composite prepreg materials and the resultant impact on structural performance, application of advanced composite tailoring techniques to signature reduction in underwater weapon systems and army rotorcraft, development of new resin transfer molding processes for propulsion and ship board applications, design for manufacturing of composite armor systems for land and sea defense platforms, formability assessment of new prepreg systems, materials and processes for medical devices, modification of polymeric systems using nano materials for fire resistance and mechanical performance enhancement, development of elastomeric materials for prevention of mild traumatic brain injury in combat personnel subjected to blast, thermal, mechanical and spectral characterization of polymeric materials for defense and industrial applications.

Northrop Grumman - Bethpage, NY

5/96 to 10/00

Principal Engineer - Advanced Systems & Technology. Responsible for direction & support of research programs in advanced organic and ceramic matrix composite process development. Transitioned a new cost effective forming process to Aircraft Production, realizing approximately \$100M in savings. Characterized BMI and PETI polymeric systems using rheological analysis in order to develop optimized Resin Film Infusion technologies.

Principal Investigator on; Automated Forming Technologies for Advanced Composites, Improved Reliability in Resin Transfer Molding, Toughening Mechanisms for High Temperature Polymers (Phenolic Triazine and Cyanate Ester).

Task Leader on; Laminated Object Manufacturing, Reconfigurable Tooling for Flexible Fabrication, Processing Science for Resin Film Infusion.

Lawrie Technology, Inc. - Girard, PA

10/94 to 4/96

Senior Development Engineer. Responsible for new product/process development, health, safety and regulatory compliance in a start-up specializing in innovative applications of advanced composites. Particular focus on Filament Winding, Pultrusion & Resin Transfer Processes. Broad application of polyester, vinyl ester and elastomeric systems. Developed new continuous injection Pultrusion process for elastomeric matrix composites. Developed a multi-component elastomeric molding technology for an automotive drivetrain application.

Massachusetts Institute of Technology - Cambridge, MA

9/89 to 10/94

Assistant Director of MIT-Composites and Polymer Processing Program (CP3)

Performed supervisory and administrative functions in University/Industry consortium focused on solving composites and polymer processing problems through innovative process design. Particular focus on process modeling and rapid technology transfer. Led experimental program on determination of response of elastic fiber bundles to processing stresses. Focus on automated forming processes for advanced composites. Consortium members included Boeing Commercial Airplane, Alcoa, Lord Corporation, El Du Pont de Nemours, Draper Laboratories and Lockheed Martin and Amoco. Developed model verification criteria for NASA Advanced Composite Technology program focused on development of adaptive cost modeling techniques for complex structures and assembly.

EDUCATION

University of Limerick - Ireland.

Ph.D. in Materials Engineering - 1989

Studied 'The Effect of Environment on the Flexural Fatigue Properties of Carbon Fiber Reinforced Poly-ether-ether-ketone (PEEK)'. Investigated the influence of aqueous, organic solvent and aviation fuel

environments on fatigue damage development and failure mechanisms of CF/PEEK and a comparable Carbon/Epoxy material.

University of Limerick - Ireland.

Bachelors Degree in Materials Engineering - 1986

Graduated Summa Cum Laude. Curriculum included Polymer Process Technology (Major), Polymer Engineering, Material Selection, Organic Chemistry, Engineering Metallurgy, Engineering Design, Mechanics of Materials, Engineering Mechanics, Advanced Computing, Industrial Design, Mechanics of Machines, Ceramics Technology.

AFFILIATIONS AND PERSONAL DATA

Member of the Society for the Advancement of Material and Process Engineering (SAMPE)

Member of the American Institute for Aeronautics and Astronautics (AIAA)

Naturalized United States Citizen (1996)

Born and Raised in the Republic of Ireland

TEACHING EXPERIENCE AT PENN STATE ERIE

2013 – 2017 – Capstone Program in Interdisciplinary Business with Engineering – Co Instructed the senior design program in a groundbreaking interdisciplinary program aimed at training graduates to work in the business function of a technology company. Student teams work directly with industrial and government sponsors to solve challenging technical problems while developing a business case for implementation of a product or process within an existing organization.

2016 – Present – Computer Applications for the Plastics Industry – Instructed freshman students in the Plastics Engineering Technology Program on the use of a variety of computer applications to facilitate their professional development in their chosen career path. Strong emphasis on application to plastics industry problems and challenges.

2017 – Injection Mold Design Principles – Teaching sophomore Plastics Engineering Technology Students the principles of injection mold tooling design and optimization.

2017 – Introduction to Polymers – Instructing freshman and sophomore students on polymers chemistry, physics, and structure-property relationships. Online course.

2017 – Physics of Additive Manufacturing – Teaching junior and senior Plastics Engineering Technology students the controlling physics that determine the quality and process rate scaling of the major classifications of Additive Manufacturing (AM) processes.

2017 – Medical Plastics – Instructing junior and senior Plastics Engineering Technology students on the use of plastics in the medical devices industry. Covering regulatory issues as well as critical performance attributes and metrics.

OTHER TEACHING EXPERIENCE

1986-1989 – University of Limerick, Research Demonstrator – Responsible for laboratory demonstration and undergraduate instruction on a variety of courses, including polymer processing (injection molding, extrusion, blow molding, thermoforming, compression molding and wet composite lay-up), metallographic sample preparation, material identification (developed new laboratory course content where students were required to select a metallic material and conduct metallographic, mechanical, magnetic and other determinative tests to identify the material and deliver a 10 minute presentation to justify findings) metal casting, crystallography.

- 1988 – University of Limerick, Crystal Structures of Materials** – Co taught course covering crystal structures of metallic materials. Also covered the physics of ordered (military) and disordered (civilian) transformations. This course was a core subject for the full sophomore engineering class.
- 1989 – University of Limerick – Binary Phase Equilibrium Diagrams** – Taught the science of binary phase equilibrium in metallic and ceramic systems to undergraduate engineering class. Covered the relationship between composition and microstructural features for a range of ferrous and non-ferrous alloys.
- 1990 – Massachusetts Institute of Technology – Surface Properties of Materials** - Guest lectured on surface science in a graduate level course focused on the manufacturing science of composites. Covered theories of wetting and adhesion in organic and inorganic material systems.
- 1994 – Massachusetts Institute of Technology – Composites Manufacturing** - Taught composite assembly and repair in a graduate course on Composite Manufacturing. Particular focus on aircraft production methods. Also assisted in the development of design assignment in which students were required to design and fabricate composite articles for test and evaluation.
- 2003 – Penn State University – Composites Manufacturing** – Developed a new series of lectures on polymer physics and chemistry as part of comprehensive course (AERSP/EMECH 473) on Composites Manufacturing. Content covered polymerization and curing reaction chemistry, effects of polymer structure and morphology on mechanical and thermal properties of polymers, rheological behavior, high temperature polymers and process physics. Also taught consolidation behavior of composites as well as repair technology.
- 2008 – 2012 - Penn State University – Composites Manufacturing** – Lectured on automated forming technology and associated materials developments in AERSP 473/EMECH473.

PUBLICATIONS - REVERSE CHRONOLOGICAL

Papers

1. Patten, C. J., and Dillon, G., "Processing Characteristics of Out-of-autoclave Pre-impregnated DISCOTEX™ Composites" Proceedings of SAMPE Technical Conference, Seattle Washington, May 22-25, 2017.
2. Collins, J.G., Dillon, G.P., Strauch, E.C., Lanning, W.R., and C.L Muhlstein, (2016) "Correlating bonded joint deformation with failure using a free surface strain field mining methodology" Fatigue Fracture of Engineering Materials & Structures, doi: 10.1111/ffe.12424.
3. Pangon, A., Dillon G.P and J.P. Runt, "Influence of mixed soft segments on microphase separation of polyuria elastomers" Polymer, Vol 55 (2014) pp 1837-1844
4. Castagna, A.M., Pangon, A., Dillon, G. P and J. Runt, "Effect of Thermal History on the Microstructure of a Poly(tetramethylene oxide)-Based Polyurea" Macromolecules, August 2013, pp6520–6527
5. Grujicic, M., Snipes, J.S., Ramaswami,S., Yavari, R., Runt, J., Tarter, J. and G. Dillon "Coarse-grained molecular level analysis of Polyurea properties and shock mitigation potential", Journal Materials Engineering and Performance Vol 27 No 7 July 2013:1964–1981
6. Grujicic, M., Yavarim R., Snipes, J.S, Ramaswami, S., Runt, J., Tarter, J and G. Dillon "Molecular-level computational investigation of shock-wave mitigation capability of polyuria", Journal Material Science (2012) 47:8197–8215
7. Castagna, A.M., Pangon, A., Choi, T., Dillon, G and J. Runt1, "The Role of Soft Segment Molecular Weight on Microphase Separation and Dynamics of Bulk Polymerized Polyureas", Macromolecules, October 2012, pp 8438-8444

8. Grujicic, M., d'Entremont, B., Pandurangan, B., Runt, J., Tarter, J. and G. Dillon, "Concept-Level Analysis and Design of Polyurea for Enhanced Blast-Mitigation Performance", *Journal of Materials Engineering and Performance*, Volume 21(10) October 2012 pp 2024–2037
9. Grujicic, A., LaBerge, M., Grujicic, M., Pandurangan, B., Runt, J., Tarter, J. and G. Dillon, "Potential Improvements in Shock-Mitigation Efficacy of a Polyurea-Augmented Advanced Combat Helmet", *Journal of Materials Engineering and Performance*, Volume 21(8) August 2012 pp 1562–1579
10. Grujicic, M., d'Entremont, B., Pandurangan, B., Grujicic, A., LaBerge, M., Runt, J., Tarter, J. and G. Dillon, "A study of the blast-induced brain white-matter damage and the associated diffuse axonal injury", *Multidiscipline Modeling in Materials and Structures* Vol. 8 (2012) Iss: 2 pp. 213 – 245
11. Grujicic, M., Pandurangan, B., King, A.E., Runt, J., Tarter, J. and G Dillon, "Multi-length scale modeling and analysis of microstructure evolution and mechanical properties in polyurea", *Journal of Material Science* (2011) 46:1767–1779
12. M Grujicic, M., He, T. Pandurangan, B., Runt, J., Tarter J., and G Dillon, "Development and parameterization of a time-invariant (equilibrium) material model for segmented elastomeric polyureas" *Proc. IMechE* Vol. 225 Part L: *Journal of Materials: Design and Applications*
13. Dreese, D. F., Dillon, G. P., Wess, D. B., Koudela, K. L., Rachau, C.L., Stiver, D.H. and A.I. Nadel, "Testing and Analysis of Stretch Broken Carbon Fiber (SBCF) Stiffened Panels Subjected to In-Plane Shear Loading" *SAMPE Fall Technical Conference*, Salt Lake City, Utah, October 11 – 14, 2010.
14. Dillon, G and D. Stiver, "Development of Enabling Automated Forming Technology for Stretch Broken Carbon Fiber (SBCF) Materials" 54th International SAMPE Symposium and Exhibition, Baltimore, Maryland, May 18 – 21, 2009.
15. Collins, J.G., Dillon, G. and C.L. Muhlstein, "Strain Distribution and Rearrangement in a Cracked and Uncracked Composite Laminate" 54th International SAMPE Symposium and Exhibition, Baltimore, Maryland, May 18 – 21, 2009.
16. Dillon, G., Tarter, J.F., Byrne, C., Rachau, C., Muhlstein, C. L. and J.G. Collins, "Strain Mapping for Performance and Failure Prediction in Composites Using Digital Image Correlation" *SAMPE Fall Technical Conference*, Memphis, Tennessee, September 8 – 11, 2008. (2nd Place Outstanding Paper)
17. Dillon, G and D. Stiver, "Forming Stretch Broken Carbon Fiber Composites into Complex Shapes," 52nd International SAMPE Symposium and Exhibition, Baltimore, Maryland, June 3 – 7, 2007.
18. Dillon, G and G. Jacobsen, "Process and Performance Characterization of Stretch Broken Carbon Fiber Materials," 52nd International SAMPE Symposium and Exhibition, Baltimore, Maryland, June 3 – 7, 2007.
19. Dillon, G and D. Stiver, "Application of Stretch Broken Carbon Fiber Materials to Rotorcraft Structures," 51st International SAMPE Symposium and Exhibition, Long Beach, California, April 30 – May 4, 2006.
20. Dillon, G and D. Walczyk, "Comparison of Continuous Fiber and Stretch Broken Carbon Fiber (SBCF) Materials in Forming Processes," 50th International SAMPE Symposium and Exhibition, Long Beach, California, May 1-5, 2005.
21. Dillon, G. and M. Barsoum, "Characterization of Stretch Broken Carbon Fiber Materials for Automated Forming Processes," 50th International SAMPE Symposium and Exhibition, Long Beach, California, May 1-5, 2005.
22. VanDine, P., Hall J., Koudela, K and G. Dillon, "Manufacturing Technology Development for Composite Marine Impellers," 50th International SAMPE Symposium and Exhibition, Long Beach, California, May 1-5, 2005.
23. Dillon, G. and B. Mayrides, "Influence of Prepreg Microstructure on Structural Performance," 35th International SAMPE Technical Conference, Dayton, Ohio September-October 2003.
24. Dillon, G. "Advanced Forming Processes for Composite Materials," 35th International SAMPE Technical Conference, Dayton, Ohio September-October 2003.

25. Gutowski, T.G., Dillon, G., Chey S and H. Li, "Laminate Wrinkling Scaling Laws for Ideal Composites", *Composites Manufacturing*, Vol 6, 1995 pp 123-134.
26. Li, H., Dillon, G., Chey. S and T.G. Gutowski, "A Kinematic Approach for the Diaphragm Forming of Advanced Composites," Proceedings of the 40th Annual SAMPE Symposium, 1995, p1595.
27. Dillon, G. and M. Buggy, "Damage Development During Flexural Fatigue of Carbon Fiber Reinforced PEEK," *Composites* Vol.26, No.5 1995, pp355-370.
28. Gutowski, T.G., Dillon, G., Chey S., and H. Li, "Kinematic Observations for the Forming of Advanced Thermoset Composites", ASME WAM, Chicago, Illinois, November 1994
29. Gutowski, T.G., Hoult D., Dillon G., Neoh, E.T., Muter S., Kim E. and M. Tse, "Development of a Theoretical Cost Model for Advanced Composite Fabrication", *Composites Manufacturing* Vol. 5, No. 4, 1994, pp231-239.
30. Gutowski, T.G., Dillon G., Chey S., Li H., Chen J. and M. Strong," Diaphragm Forming of Complex Shaped Advanced Composite Parts", NSF Grantees Conference, January 1994
31. Gutowski, T. G., Dillon, G. & S. Chey., "Forming Continuous Fiber Composites into Complex Shapes" Proceedings of the 1993 NSF Design and Manufacturing Systems Conference, University of North Carolina, January 6-8, 1993, Vol.1, p113.
32. Gutowski, T.G., Hoult D., Dillon G., Muter S., Kim E., Tse M. and E.T. Neoh, "Development of a Theoretical Cost Model for Advanced Composite Fabrication", Fourth NASA/DoD Advanced Composites Technology Conference, Salt Lake City, UT, June 7-11, 1993
33. Gutowski, T.G., Dillon, G and S.Chey, "Forming Continuous Fiber Composites into Complex Shapes", NSF Grantees Conference, January 1992
34. Gutowski, T. G., and Dillon, G., "Elastic Deformation of Lubricated Aligned Carbon Fibers: Comparison of Theory and Experiments" *Journal of Composite Materials*, Vol.26, No.16 1992, pp2330-2347.
35. Gutowski, T. G. and G. Dillon, "Overview of the Deformation Behavior of Aligned Fiber Composites During Processing," ASME WAM, Atlanta, Georgia, Dec. 1991.
36. Gutowski, T.G., Hoult D., Dillon and J. Gonzalez-Zugasti, "Differential Geometry and the Forming of Aligned Fibre Composites" *Composites Manufacturing*, Vol 2, No.3/4, 1991 pp147-152
37. Gutowski, T. G., D. Hoult, G. Dillon, and J. Gonzalez-Zugasti, "Geometry Constraints on the Forming of Aligned Fiber Composites," Flow Processes in Composite Materials, University of Limerick, Ireland, July 1991
38. Gutowski, T. G., A. Tam, G. Dillon, and S. Stoller, "Forming Aligned Fiber Composites: Geometry and Experiments," International Conference on Composite Materials, ICCM/8, Honolulu, Hawaii, July 1991.
39. Gutowski, T. G., A. Tam, G. Dillon, and S. Stoller, "Forming Aligned Fiber Composites into Complex Shapes," *CIRP Annals*, Vol. 40, No. 1, 1991.
40. Buggy M. and G. Dillon, "Flexural Fatigue of Carbon Fiber Reinforced PEEK Laminates," *Composites*. Vol.22, No.3, May 1991, p291

Books

1. Gutowski, T.G and G. Dillon, "The Elastic Deformation of Fiber Bundles," Chapter 4 of Advanced Composites Manufacturing, John Wiley & Sons, 1997
2. Dillon G., Mallon, P and M. Monaghan "The Autoclave Processing of Composites," Chapter 6 of Advanced Composites Manufacturing, John Wiley & Sons, 1997

PATENTS

1. 'Expandable Impeller Pump,' U.S Patent Number 8,992,163 (2015)
2. 'Expandable Impeller Pump,' U.S Patent Number 8,376,707 (2013)
3. 'Expandable Impeller Pump,' U.S Patent Number 7,927,068 (2011)
4. 'Heart Assist Device with Expandable Impeller Pump' 7,841,976 (2010)
5. 'Expandable Impeller Pump,' U.S Patent Number 7,393,181 (2008)
6. 'System for Constructing a Laminate,' U.S Patent Number 6,484,776 (2002)
7. 'Apparatus for Diaphragm Forming,' U.S. Patent Number 5,648,109 (1997)
8. 'Method and System for Forming a Composite Product from a Thermoformable Material,' U.S. Patent Number 5,578,158 (1996)

Youngstown

STATE UNIVERSITY

DATE: April 26, 2018
TO: Wim Steelant, Dean College of STEM
Martin Abraham, Provost,
FROM: Hazel Marie *Hazel Marie*
RE: TENURE REVIEW, Dr. Gregory Dillon

The tenured faculty of the Department of Mechanical, Industrial, and Manufacturing Engineering met on October 11, 2017 to discuss Dr. Gregory Dillon's credentials for tenure within the department. Dr. Dillon's vita was reviewed and discussed. **The tenured faculty voted unanimously to recommend tenure.** They were also in full agreement that his research and background makes him a good fit within the department.

I know that we spoke concerning this last semester. This is written record of that conversation.

Tenured faculty in the department include:

Dr. Hojjat Mehri
Dr. Marty Cala
Dr. Elvin Shields
Dr. Virgil Solomon
Dr. Darrell Wallace
Dr. Brett Connor
Dr. Hazel Marie, Chair

c: Dr. Gregory Dillon, Associate Provost

From: Wim F.A. Steelant, PhD, Dean
To: Dr. Martin Abraham, Provost
Ref: Tenure for Dr. Greg Dillon, Associate Dean, College of STEM

May 4, 2018

Dear Provost Abraham,

The department of Mechanical, Industrial and Manufacturing Engineering recommended that Dr. Greg Dillon, Associate Dean of the College of STEM be granted tenure in the department. (See attached memo from April 26th, 2018).

After reviewing Dr. Dillon's credentials, I concur with the department's recommendation and fully support that he receives tenure in the department of Mechanical, Industrial, and Manufacturing Engineering.

Please do not hesitate if you require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Wim F.A. Steelant", is written over a horizontal line. The signature is slanted and includes a circled initial "W".

Dr. Wim F.A. Steelant
Dean, College of Science, Technology, Engineering and Mathematics



**RESOLUTION TO APPROVE
CAMPUS COMPLETION PLAN
FOR YOUNGSTOWN STATE UNIVERSITY**

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measureable student completion goals; and

WHEREAS, Criterion 4.C. of the Higher Learning Commission's Criteria for Accreditation requires the institution to "demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs" by having ambitious but attainable persistence and completion goals and by using data to inform decisions to increase student persistence and completion; and

WHEREAS, the Ohio Revised Code requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the first and second Completion Plans for Youngstown State University were approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014 and in 2016; and

WHEREAS, the Completion Plan has been updated in 2018 considering the goals and objectives of the 2016 Plan;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve Youngstown State University's 2018 Campus Completion Plan to be submitted to the Chancellor of the Ohio Department of Higher Education and will submit a final Completion Plan after its June 2017 meeting; and

BE IT FURTHER RESOLVED, that the upcoming strategic planning process will create a framework for institutional effectiveness that includes an updated student success plan.

DRAFT

RETENTION, PERSISTENCE, AND COMPLETION PLAN

YOUNGSTOWN STATE UNIVERSITY

For approval by the Board of Trustees

June 7, 2018

Executive Summary

Youngstown State University (YSU) is becoming an institution of first-choice by an increasingly larger number of students entering college. The low cost of tuition, the quality of the academic experience along with co-curricular and experiential learning opportunities coupled with job placement creates a high value proposition of a YSU degree.

In the fall semester of 2015, 12,471 students were enrolled at YSU. Total enrollment has risen to a total enrollment of 12,644 in 2017 (+173).

The number of new first-time and full-time undergraduates has increased from 1,704 to 2,167 for fall 2014 and fall 2017, respectively (+27%). For these same entering classes, the average composite ACT score has increased from 21.35 to 21.84 (+2.3%), while the average high school GPA has risen from 3.16 to 3.33 (+5.4%) for this same time period. Accordingly, first-time undergraduate fall-to-fall retention rates have risen from 69.9% to 77.2% for the fall 2013 and fall 2016 entering classes, respectively.

While the impact of the increased academic preparation of the incoming class will likely take more than four years to reflect increased graduation rates, in 2013-14, there were 1,557 bachelor's degree awarded. In 2016-17, YSU awarded the second-largest group of bachelor's degrees in its history, 1,730 awards. The preliminary number of bachelor's degrees to be awarded for 2017-2018 is 1,675.

While enrollment of new students has increased, YSU is also taking significant actions to improve the persistence and completion rates of accepted students. Because of our still mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the admitted students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner. Nonetheless, YSU is strongly committed to optimizing the successes of students admitted to attend the university. Among the significant actions the University is taking to improve the completion rates of accepted students is its participation in the Ohio Department of Higher Education's *Ohio Strong Start to Finish* initiative. YSU will be working with colleagues from colleges and universities across the state to develop, share, and implement high impact strategies aimed at substantially increasing the number of Ohio college students completing gateway mathematics and English courses as part of a guided pathway in their first year.

Overall, the University achieved many of the goals established in the 2016 plan. Many of the original strategies have been completed, while several more have been deemed effective and will be continuing. Importantly, we are contemplating how to integrate an institution-centric focus on student access and success as we embark upon a strategic planning process, for which the new plan would begin implementation in fall 2020.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area. Our academic and workforce development priorities include those "in-demand" industries identified by *JobsOhio* which are poised to transform Ohio. In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations.

We are committed to stimulating academic excellence and enabling student access and success. These are the attributes of performance to which Youngstown State University is committed.

University Mission

The Youngstown State University mission statement is:

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

The University:

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

YSU, which became a state assisted institution in 1967, is currently organized into six academic colleges: the Williamson College of Business Administration (CBA); the Beeghly College of Education (ED); the College of Creative Arts and Communications (CAC); the Bitonte College of Health and Human Services (HHS); the College of Liberal Arts and Social Sciences (CLASS); and the College of Science, Technology, Engineering, and Mathematics (STEM). The Honors College (HC) provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Enrollment

YSU has a long and proud tradition of serving first-generation college students and was for many the only regional option before the creation of Eastern Gateway Community College in fall 2009. The addition of a community college provides much-needed support for underprepared students and serves as a true “gateway” from associate to baccalaureate degree programs. The introduction of Eastern Gateway Community College coincided with the change in YSU’s mission from being open access to urban research. These events are reflected in a gradual change in YSU’s enrollment profile with students coming in with higher ACT and high school GPAs. In 2014, YSU moved from away from open admission to moderate selectivity for incoming students. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU’s enrollment is consistent with the theme of advancing the intellectual and cultural life of the city and region.

- In fall 2017, 69% of incoming students were from the five-county service region.

- The Mahoning County 2010 census data showed that 79.9% of the residents were white and 20.1% were non-white; similarly, the fall 2016 YSU population was 75.3% white, 20.5% non-white, and 4.2% unspecified.
- In Fall 2017, 0.81% of first-time undergraduate students graduated from Youngstown Early College, a partnership with Youngstown City Schools, wherein high school students seek to earn a high school diploma and associate degree simultaneously
- Other important student demographic information includes: 8.1% of the undergraduate student population are in College Credit Plus; 16.0% are nontraditional age; and 84% are traditional age (less than 25 years of age).

YSU’s enrollment is adjusting to its role as an urban research university. Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.

- For first-time undergraduate students from 2010 to 2017, the fall average High School GPA has risen steadily from 2.83 to 3.32, and the average ACT from 19.96 to 21.80.
- In 2016, the Honors College was expanded, and the number of honors students grew from 336 in 2014 to 932 in 2017, significantly changing the composition of the student body.
- In fall 2017, Honors College students’ average composite ACT was 27.4, and their average High School GPA was 3.81.

Like many public universities, and particular regional publics, Youngstown State University has become increasingly reliant on the health of its enrollment, and the capability to project that enrollment, to sustain its fiscal viability. After a five year period of declining enrollment, the past four years have seen significant shifts in enrollment patterns, after the university transitioned to a more selective admission process for the fall class of 2014.

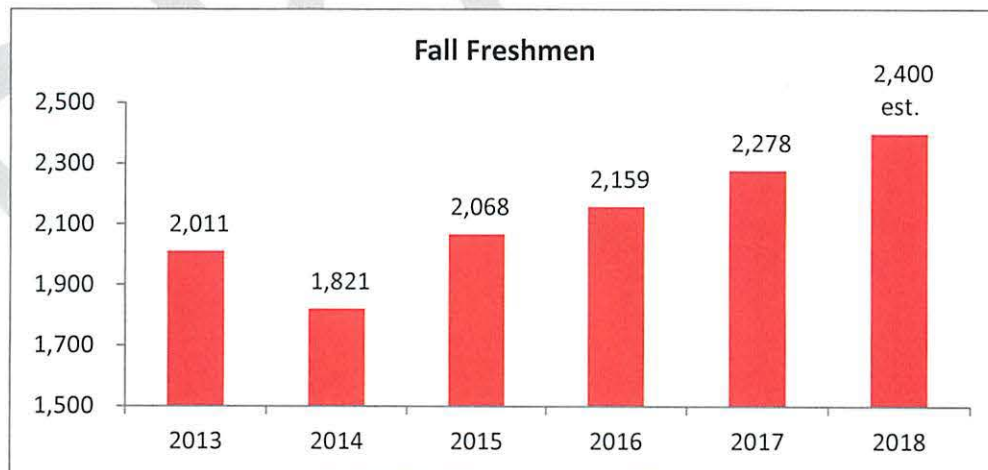


Figure 1: Selective admissions started fall 2014 with 38% falling within the selective admissions category. Data in Figures 1-6 include both full-time and part-time students.

The resulting increases in freshmen enrollment, student quality, and the subsequent improvement in the retention of those students is setting the stage for sustained momentum towards persistence and completion. Significant focus has been given on the recruitment of more, better students.

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, have resulted in an almost three-fold increase in Honors College freshmen.

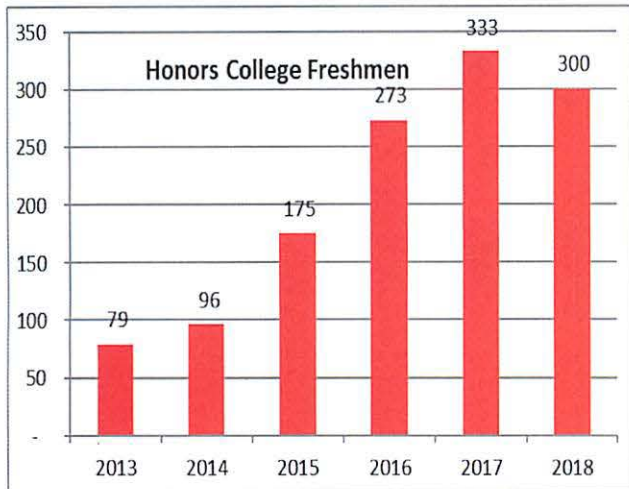


Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially since 2014.

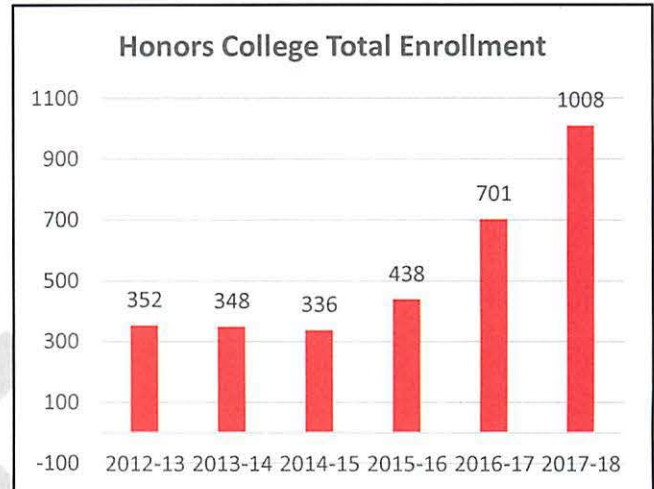


Figure 3: The total number of honors students has increased concurrently with the increasing size of the entering class prompting the exploration with the faculty more optimal ways to assure honors students have access to faculty mentors for capstone experiences.

The increased enrollment in the Honors College and the slighting increased minimum admission standards fueled improvements in average freshmen grade point average and average freshmen ACT scores

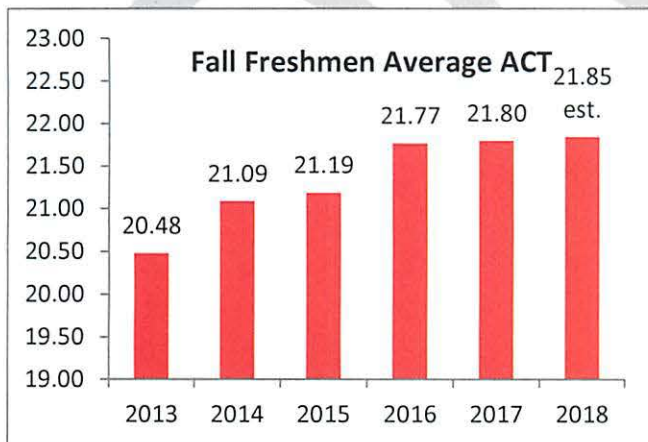


Figure 2: With YSU moving from an open-selectivity admissions institution to a traditionally-selective institution, the academic preparation of the entering class has improved.

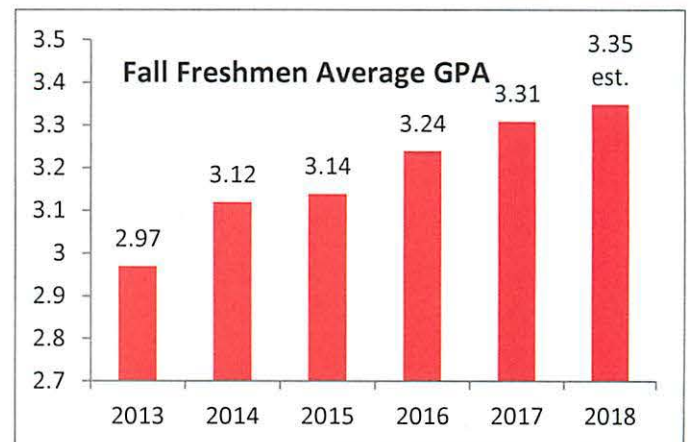


Figure 3: The improved academic preparation of the incoming class is also reflected by the increased average high school gpa of the entering class.

Retention

As better students have been successfully recruited, as was expected, more of them are having success and returning for their sophomore year.

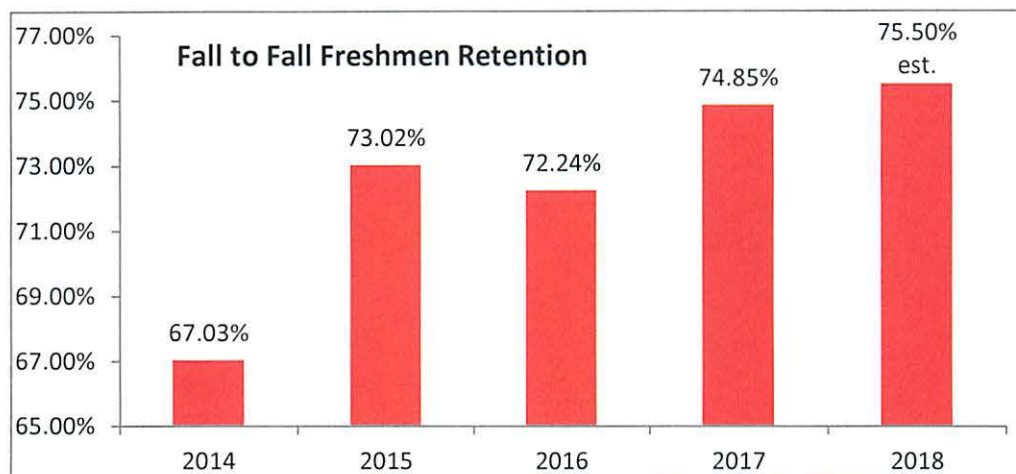


Figure 4: Retention of the incoming class has increased, concurrent with the increased academic preparation of the incoming class. This retention rate is slightly higher than would be projected based upon academic preparation; the objective is to do better than the projections through a systematic and coordinated approach to facilitating student academic success.

While the first class recruited under selective admission is only now getting to the point that they could graduate, it is anticipated that graduation rates will also begin to improve in the coming years.

Persistence and Completion in Context

According to the 2017-18 Undergraduate Bulletin: “Applicants must have a high school grade point average of 2.00 or higher on a 4.00 point scale, have an ACT composite score of 17 or higher, or a combined SAT score of 910 or higher from the evidence-based writing and reading test, and the math test to be admitted unconditionally.”

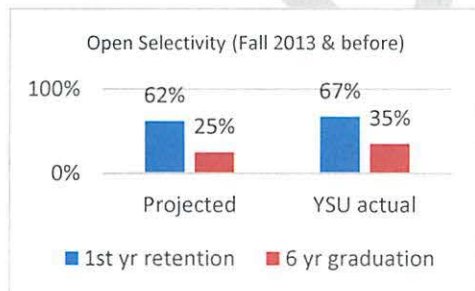
Because of this mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

The following table describes the proportion of YSU students with those risk factors.

Persistence Risk Factors As Applied to YSU Students	
Lower socioeconomic class	98% of YSU 1 st time full-time students receive financial aid in fall 2016 (IPEDS Student Financial Aid Survey)
Being academically underprepared	44% of fall 2016 entering students took at least one

	developmental class (YNGS fall 2017 Scorecard from ODHE)
Having a disability	Approximately 529 (5%) of all fall 2016 students were registered with the Office of Disability Services (IPEDS institutional characteristics survey)
Working more than 20 hours per week	Over 37% of YSU students work (2016 NSSE Survey of Freshmen and Seniors with a 27% response rate)
Being a commuter student	89% of fall 2016 students commute (per IR Preliminary 14 th -day data set)
Going to school part time	22% of fall 2016 students attend part time (per IR Preliminary 14 th day data set)
Being a first-generation college student	30% of fall 2017 students are first-generation (YNGS Fall 2017 Scorecard from ODHE)
Receive Pell Grant	41% of fall 2016 students are eligible to receive a Pell Grant (YNGS Fall 2017 Scorecard ODHE)
Coming from an underrepresented population	15% of fall 2016 students are from underrepresented populations (YNGS Fall 2017 Scorecard ODHE)
Conditionally admitted	9% of fall 2016 new students are conditional admits having less than a 17 on the ACT composite or a high school gpa less than 2.0 (per IR Preliminary 14 th day dat set)
Adult learners	21% of students are older than 24 years of age (YNGS Fall 2017 Scorecard from ODHE)

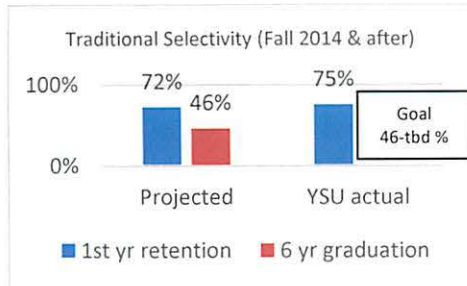
When the admission standards changed for fall 2013, the institution moved from an open to a traditional institution in terms of selectivity (ACT). For institutions with traditional selectivity first-



to-second-year retention rates range between 71% to 74% for bachelor's/master's and bachelor's/master's/doctoral degree granting institutions, respectively. YSU's first-to-second-year retention rates have exceeded 70% since 2015, having increased from 67% in 2014. Clearly, YSU is achieving and now is projected to be slightly exceeding projected first-to-second-year retention. The institutional objective will be to continue to achieve and preferably exceed

projected first-to-second-year retention rates for each in-coming class.

While elements of enrollment are student matriculation and retention from the first-to-second year, potentially even more important factors are the extent to which students persist from semester to semester and accumulate academic credits that contribute to degree completion. The State of Ohio has recognized that course and degree completion are key to the financial well-being of the State's economy and thus state funding for higher education is now largely dependent upon these two factors (80%), with some weighting of the distribution for the academic success of at-risk students.



The 6-year degree completion rate of the 2011 first-time full-time cohort was 35%. As YSU was an open-selectivity institution for the 2011 entering class, degree completion is projected to range between 21.0 to 29.0%. As a traditional selectivity institution, degree completion is projected to be 44% to 48%. As was stated earlier, degree completion should increase in a manner commensurate with the increasing academic preparation of the incoming

class. The YSU objective will be, to perform better than the projections. This is the framework around which the institution is now pursuing a compliment of student academic success strategies.

2018 - 2020 Completion Plan

Demonstrating its commitment to student success, YSU hired an associate provost for student success in 2017 who has oversight of Orientation services, first-year peer mentoring, placement testing, academic support services, disability services, mentoring and transition support for minority and first generation students, academic advising for undecided students, career development, and student employment. As plans were developed to re-orchestrate the activities and initiatives of these now integrated offices, the reporting line was changed from the provost to the president. This change was to signal student success is a presidential priority for the institution. Soon thereafter, the Division of Student Success was aligned with the responsibilities of the newly created position, special assistant to the president.

YSU recognizes that continued gains in retention and degree completion depend on the development of an integrated and systematic approach to student persistence, progression, and completion. The 2018-2020 Completion Plan is the first installment of a more comprehensive strategy to increase persistence and strengthen progress of first-year students, informed by first-year student persistence and progression data as follows:

- The percent of cohort freshmen who encounter early barriers and withdraw before completing their first semester has increased from 1.4% in 2015 to 2.7% in 2017.
- Strategies and behaviors that worked in high school prove insufficient for many YSU freshmen. Over 18% of regular admit 2017 cohort freshmen earned below a 2.2 in their first semester, putting them at risk for academic probation and for some derailing progress in their intended major. Of those students, close to 40% (38.2%) had earned at least a 3.0 high school average.
- Second semester academic performance indicates that students continue to confront academic transition challenges throughout their first year and suggest the need to help students develop a stronger foundation for success. The percent of students earning below a 2.2 term GPA in their second semester increased from 23.2% in 2015 to 25.9% in 2016.
- Nearly one fifth of fall 2016 cohort students completed their first year with an overall GPA below 2.0.
- 50% of 2016 cohort students finished their first year with fewer than the 30 credits needed for sophomore standing.

- Of the freshmen in 2016 cohort who persisted to the second year, 21.8% had changed their major during or after their first year.
- Successful students may not be satisfied with their YSU experience. A little over 20% of 2016 cohort students who did not return to YSU for a second year earned above a 3.0 in their first semester.

As YSU determined that students would benefit from a more intentionally designed success environment, the associate provost for student success began to advocate the concept of a success pathway to guide planning and strategy development. The success pathway, which begins at Admission and continues through graduation, organizes a developmental approach to student success, identifying and coordinating delivery of programs and interventions at key points during the first year.

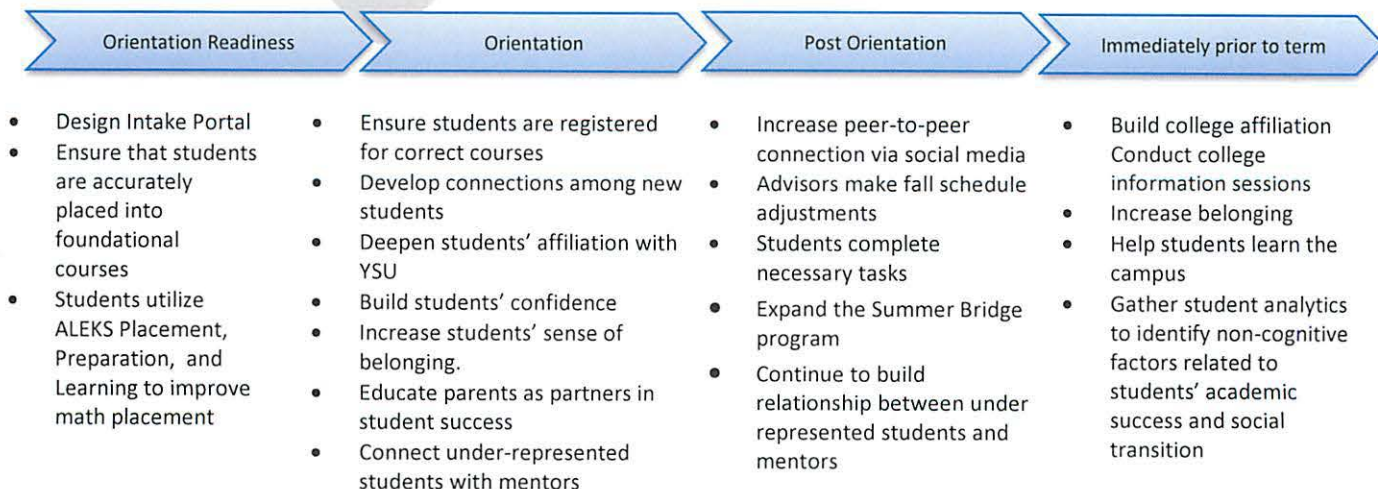
YSU's 2018-2020 Completion Plan will provide the basis for our contribution to the *Ohio Strong Start to Finish* collaborative. YSU will join 29 other two-year and four-year colleges and universities in the state working together to develop, share, and implement strategies to significantly increase the number of Ohio college students completing gateway mathematics and English courses as part of a guided pathway in their first year. Each participating institution has committed to integrating the four priority areas below and to identify institutional goals, including goals to reduce equity gaps:

1. Ensuring that clearly structured programs of study exist for all majors;
2. Aligned redesigned gateway mathematics and English courses to all programs of study;
3. Implementing co-requisite remediation at scale in mathematics and English; and
4. Building advising structures to ensure all students register for coursework in sequence

To integrate the four priority areas and strengthen strategies and practices implemented in previous Campus Completion Plans, YSU will implement the strategies described and outlined below.

Strategy 1. Develop an onboarding strategy intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying five sequences of intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

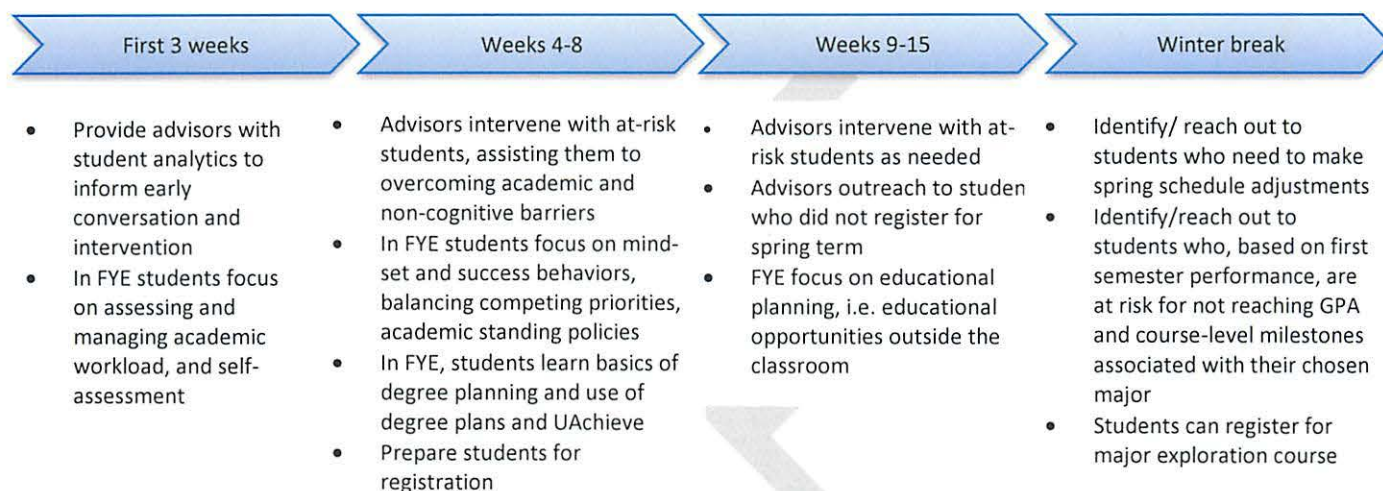
Onboarding sequence



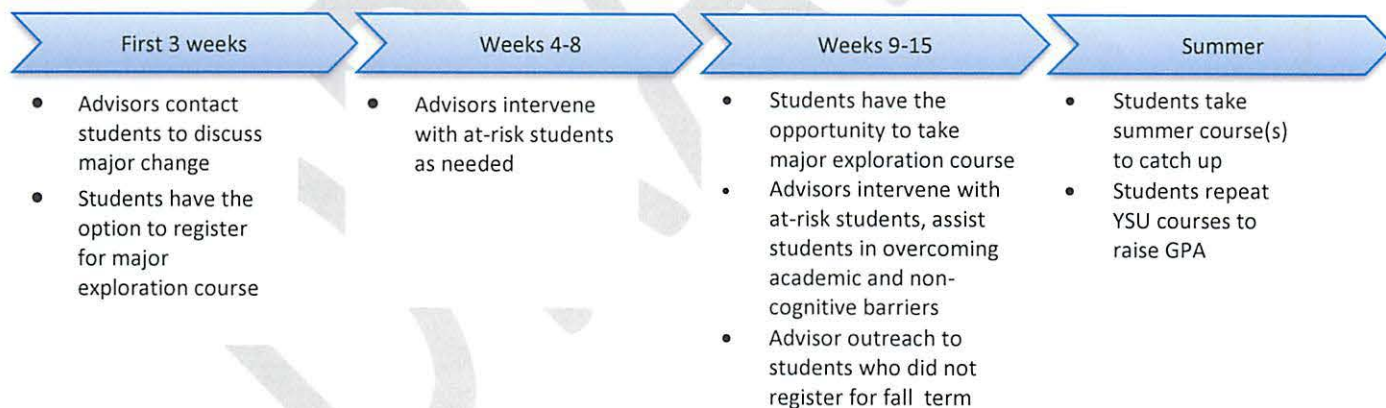
Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increasing persistence.

Strategy 3. Utilize the advising structure to facilitate a comprehensive intervention strategy:

First Semester



Second Semester



Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to **foster the personal and academic transformation of students admitted with restrictions** who often lack the cultural capital and “college know-how” necessary to understand, adapt to, and reach their potential within the university environment.

Strategy 5. In addition to a first-year advising structure, **develop mentoring pathways for under-represented and under-resourced** students to encourage engagement and support problem-solving.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W rates by:

- Continuing to bring co-remediation in mathematics and English to scale;
- Developing alternate instructional delivery methods and learning environments for mathematics;
- Developing math pathways for students whose programs do not require algebra or calculus sequences;
- Increasing faculty use of Starfish Early Alert; and
- Develop cross-divisional teams to identify and coordinate pedagogical, advising, and academic support strategies.

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second of half of spring term.

Strategy 8. Develop a comprehensive approach to student success based upon attributes of academic preparation, predictors of the likelihood of success in a selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

Status of Completion Goals described in the 2016-2018 Completion Plan

Goal 1. Implement a required first year experience course.

Completed - will be reviewed to determine if the approach to implementation is serving the originally intended purposes.

Goal 2. We will hire a new First Year Program Director.

Completed - this person and a University Senate subcommittee will be involved in the review to determine if the approach that was implemented is serving the originally intended purposes.

Goal 3. Create learning outcomes for guests and students.

It was determined this is not an action for which expending the resources will directly impact retention, persistence and completion; consequently, will not be pursued.

Goal 4. Reduce the caseload for individual peer leaders from 120 to 25.

Peer leader caseloads have been reduced to 40 students.

Goal 5. Increase use of tutoring for high D, F, W courses.

YSU increased the use of tutoring in 16 of 24 courses with high D, F, and W rates (listed below), as measured by the percent of course registrants who received tutoring support.

Course	Change in D, F W rate
BIOL 1551: Anatomy & Physiology I	- 0.8%
BIOL 1560: Microbiology for Health Professions	- 5.2%

CHEM 1506: Allied Health Chemistry II	+ 4.5%
ECON 2630: Principles 2: Macroeconomics	+16.9%
PHYS 2610: General Physics I	- 2.2%
PHYS 2611: General Physics II	- 14.0%
SOC 1500: Introduction to Sociology	-4.9%
MATH 1505: Intermediate Algebra with Applications	+18.7%
MATH 1507: Intermediate Algebra	+4.4%
MATH 1510: College Algebra	+4.7%
MATH 1511: Trigonometry	+11.6%
MATH 1513: Algebra with Transcendental Functions	-1.1%
MATH 1571: Calculus I	-14.2%
MATH 1572: Calculus II	-0.7%
MATH 2623: Quantitative Reasoning	-8.8%

Adjustments to tutoring practices are on-going, particularly in those instances where the proportion of students earning D,F or W did not decrease.

Goal 6. Increase opportunities for supplemental instruction.

Overall, student participation in supplemental instruction increased: in spring 2017, 48% of students in participating courses attended supplemental instruction sections, up from 44% in Spring 2016. In fall 2017, 47% of students in participating courses attended supplemental instruction sessions, a 5% increase over fall 2016. The number of spring semester courses participating in supplemental instruction increased from seventeen in 2016 to twenty in spring 2017; the number of fall semester courses decreased from twenty in fall 2016 to eighteen in fall 2017.

Goal 7. Align systems of advising across the colleges.

Four-year degree plans have been created for all undergraduate programs and are available to students electronically. YSU has completed training of academic advisors and will begin implementation of the UAchieve degree audit system in fall 2018.

Goal 8. Invest in a program that has shown results with underrepresented populations.

YSU continues to offer a one-week residential summer bridge program for African American students. Enrollment increased from 34 students in summer 2016 to 40 students in summer 2017.

Goal 9. Each college is working with EGCC to provide clear, simple pathways for students to progress from EGCC to YSU.

YSU has worked closely with Eastern Gateway Community College (EGCC) to develop clear pathways into “high demand” programs at the university such as criminal justice, general studies, accounting, business administration, and communication studies. These pathways allow students to complete the four-year degree while saving money by taking general education courses and certain pre-requisites to core YSU coursework through EGCC.

YSU hosts an annual advising meeting between the professional advisors at YSU and the academic

advisors and enrollment specialists at EGCC. These meetings allow sharing of critical academic information involving degree programs at YSU. The meetings also open the channels of communication between the advisors at both institutions so the correct curriculum information is provided to students when they transition from EGCC to YSU.

Pathways have been strengthened by having a YSU admissions representative visit the Valley Center campus twice per month to address any students' questions about transferring to YSU. YSU has helped to provide writing support services to EGCC via the YSU Writing Center. A shuttle service was provided from the Valley Center campus during YSU's heavy construction periods so that EGCC students would access the Writing Center and Maag Library.

Work continues to develop clear, simple pathways for the transition of students from EGCC to YSU.

Goal 10. Implement dual enrollment with Eastern Gateway Community College (EGCC).

Initial discussions were held with EGCC regarding dual enrollment and shared support services. Conversations have been held about EGCC student use of the YSU campus recreation center, athletic events, and Maag Library. No official actions have been taken.

Goal 11. Establish co-remediation in math

YSU implemented two co requisite math courses in fall 2017 to reduce the number of students who must complete remedial coursework. YSU will implement three additional courses in fall 2018.

Implemented fall 2017

	Students Enrolled	D, F, W Rate
MATH 1510C: College Algebra with co-requisite support	97	51%
MATH 2623C: Quantitative Reasoning with co-requisite support	31	10%

Due for Implementation fall 2018

- MATH 1511C: Trigonometry with co-requisite support
- MATH 2651C: Co-requisite support for Mathematics for Early Childhood Teachers
- STAT 2625C: Statistical Literacy and Critical Reasoning with co-requisite support

Goal 12. Administer Senior Survey to capture data designed to enhance programs.

2016 National Survey of Student Engagement (NSSE) senior results identified challenges in learning strategy use and in several areas related to diversity. Of the 31 final recommendations identified, strategies implemented to enhance students' educational experience include establishing the First Year Experience (FYE) course to connect students to academic support services and introduce diversity-related issues, convening of the YSU Globalization Task Force, and renovating a campus space to encourage domestic and international student interaction.

Goal 13. Ensure that courses are available when needed.

- Registration permits a student to wait list a closed class, allowing academic departments to monitor high demand classes.

- Weekly course availability reports are distributed to Deans detailing courses with both high and low enrollments.
- Undergraduate catalog revised to a much more user friendly format, including the addition of a comprehensive 4 year plan detailed for each program.
- The recent upgrade from DARS to UAchieve will enhance this initiative for future terms.

Goal 14. Increase number of credit hours students take to set them on a path to graduation.

- Spring 2016 bulk rate was increased from 12 to 16 hours to 12 – 18 hours.
- Result has been a steady incline in the number of credit hours completed each term.

Workforce Development

To best serve its region, YSU established programs and services that are data-driven and based on persistence and completion research and best practice.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative/scholarly activities, and service and workforce development. YSU views economic impact as a symbiotic relationship amongst businesses, industries, technological enterprises, government, and non-profit organizations. Regional Engagement is one of the four cornerstones of the YSU 2020 Strategic Plan and within that cornerstone, a featured theme is providing value to business, industry, and non-profit organizations.

Priorities

Our academic and workforce development priorities include those “in-demand” industries identified by *JobsOhio* which are poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Food Processing
4. Automotive
5. BioHealth
6. Shale Energy and Petrochemical
7. Financial Services
8. Information Technology
9. Logistics and Distribution

Being attentive to the workforce needs of the region and beyond, the academic programs have been very responsive by creating new undergraduate and graduate programs as well as discontinuing some programs and suspending admissions to other programs so as to reallocate resources towards academic programs most relevant to the sustainable prosperity of the region.

New undergraduate programs:

- Bachelor of Arts in Dance Management (2011)
- Bachelor of Science in Dental Hygiene (BSDH) (2011)

- Bachelor of Science in Respiratory Care (completion program) (2014)
- Bachelor of Arts in Journalism (online format) (2014)
- Bachelor of Science in Biochemistry (2015)
- Bachelor of Science in Applied Science (BSAS) in Criminal Justice (online format) (2016)
- Bachelor of Engineering in Manufacturing Engineering (2016)
- Bachelor of General Studies (completion program, online format) (2017)
- Ohio Early Childhood (PK-3) and Early Childhood Intervention Specialist Dual License (2017)

New graduate programs:

- Ph.D., Materials Science and Engineering (2010)
- Master of Arts in Respiratory Care (2011)
- M.Ed. in Intervention Services (2011)
- Educational Specialist (Ed.S.) in School Psychology (2012)
- Master of Science Criminal Justice (online program) (2012)
- Master of Arts in Professional Communication (2013)
- Master of Arts in Gerontology (2013)
- Graduate Certificate in Economics (2015)
- Graduate Certificate in English (2015)
- Graduate Certificate in Mathematics (2015)
- Graduate Certificate in Teaching of Literature (2015)
- Graduate Certificate in Aging Studies (2015)
- Graduate Certificate Instructional Communication (2015)
- Accelerated 4+1 Master of Art in Economics (2015)
- Accelerated 4+1 Master of Science in Mathematics (2015)
- Master of Accountancy (2016)
- Master of Athletic Training (2016)
- Graduate Certificate in Biological Sciences (2016)
- Master of Fine Arts in Interdisciplinary Visual Arts (2016)
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner (2016)
- Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner (2017)
- Health Information Certificate (2017)
- Accelerated 4+1 Master of Public Health (2017)
- Master of Public Health (online program) (2017)
- Accelerated 4+1 Master of Respiratory Care (2018)
- Master of Public Health Nutrition track (2018 approved, 2019 planned enrollment)

Discontinued Programs:

- Merged Student Affairs Leadership and College Counseling options (2012)
- Discontinued Autism and Related Disabilities Certificate (2017)

Admission Suspended:

- Master of Science in Applied Behavior Analysis (Officially suspended July 2015)
- Master of Science in Education – Educational Technology (Officially suspended July 2015)

- Master of Science in Education: Early Childhood Education (Officially suspended March 2017)
- Master of Science in Education: Special Education General Option (Immediate Discontinuation March 2017)
- Master of Science in Nursing – School Nurse Option (Officially suspended July 2017)
- Master of Science in Nursing – Adult Gerontology – Clinical Nurse Specialist (Officially suspended July 2017)

In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. The University has focused building strong relationships with University faculty and the respective organizations' professional staff, leading to a broad and deep relationship amongst a variety of partners.

These partnerships result in significant and meaningful Workforce Development opportunities for YSU students, including frequent exposure to business and industry personnel, student internships, co-ops, clinical externships, entrepreneurial opportunities, and collaborative research.



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION RECOGNIZING RECENT
ACCREDITATION OF ACADEMIC PROGRAMS**

WHEREAS, national accreditation bears testimony to the rigor and excellence of academic programs; and

WHEREAS, the Beeghly College of Education recently engaged in the extensive self-study and documentation required for continuing accreditation by the Council for the Accreditation of Educator Preparation (CAEP); and

WHEREAS, the Council for the Accreditation of Educator Preparation granted the Beeghly College of Education full accreditation; and

WHEREAS, the Department of Kinesiology and Sport Science recently engaged in an extensive self-study and documentation with the Committee on Accreditation for the Exercise Sciences (CoAES) to secure accreditation for the Exercise Science program at YSU; and

WHEREAS, representatives from CoAES voted to recommend the award of initial accreditation to Youngstown State University to the Commission on Accreditation of Allied Health Education Programs (CAAHEP); and

WHEREAS, the Department of Kinesiology and Sport Science recently engaged in an extensive self-study and documentation with the Committee on Accreditation of Athletic Training Education (CAATE) to secure accreditation for the Masters of Athletic Training program at YSU; and

WHEREAS, the Committee on Accreditation of Athletic Training Education voted to recommend the award of initial accreditation to Youngstown State University; and

WHEREAS, the accreditation classifications of these three disciplines indicate that these programs achieved or exceeded the basic requirements for accreditation;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University congratulates the faculty and staff of the Beeghly College of Education, Dean Charles Howell, and especially Associate Dean Mary Lou DiPillo, who led the accreditation process for Youngstown State University in the reaccreditation with the Council for the Accreditation of Educator Preparation.

BE IT FURTHER RESOLVED, that the Board of Trustees of Youngstown State University congratulates Joseph Mosca, Dean of the Bitonte College of Health and Human Services, the faculty in the department of Kinesiology and Sport Science, and especially Dr. Sara Michaliszyn, who led the accreditation process for Youngstown State University in the accreditation of the Exercise Science Program with the Commission on Accreditation of Allied Health Education Programs.

BE IT FURTHER RESOLVED, that the Board of Trustees of Youngstown State University congratulates Joseph Mosca, Dean of the Bitonte College of Health and Human Services, the faculty in the department of Kinesiology and Sport Science, and especially Dr. Jessica Wallace, for leading the accreditation process for Youngstown State University, with the accreditation of the Masters of Athletic Training program with the Committee on Accreditation of Athletic Training Education.

**Board of Trustees Meeting
June 7, 2018
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