2-12-2009

SR-08-09-17 APC

Marshall University

ACADEMIC PLANNING COMMITTEE RECOMMENDATION

SR-08-09-17 APC

Recommends that the College of Education and Human Services' Intent-To-Plan statement for a Bachelor of Science in Athletic Training Degree Program be approved.

RATIONALE:

Academic programs are required to express to higher education officials an intent to plan a new baccalaureate program (section 3.7 of WV Higher Education Policy Commission Series 11: *Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs*). The College of Education and Human Services has presented an intent-to-plan document for the program named above, which the Academic Planning Committee has reviewed.

The Committee finds that the proposed program meets the requirements of WVHEPC Series 11; will help meet the growing demand for qualified certified athletic trainers; builds upon an existing program; and will meet the requirements of the Commission on Accreditation of Athletic Training Education.

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY SENATE: Pam Brannon DATE: 2/17/09

DISAPPROVED BY THE FACUTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: 3/10/09

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

_____

_____

_____

Marshall University

November 21, 2008

Intent to Plan to Establish

Bachelor of Science in Athletic Training Degree Program

Huntington Campus

Prepared By:

Eric Arnold, Ph.D.
Assistant Professor and Interim Chair
&
Gary E. McIlvain, Ed.D., ATC/LAT
Assistant Professor
Athletic Training Education Program Director

PART 1: PROGRAM DESCRIPTION

The College of Education and Human Services is proposing to change the emphasis in athletic training in the BA Physical Education degree program to a degree program BS in Athletic Training. The athletic training emphasis is a nationally accredited program and has existed at Marshall as a program emphasis fully accredited since 1985. The program emphasis has three full time faculty and is fully funded through the College of Education and Human Services in the Division of Exercise Science, Sport, and Recreation. Current reasoning for changing the emphasis in athletic training to a degree program is for several reasons. First, current CAATE (The Commission on Accreditation of Athletic Training Education) accreditation standards require that athletic training be a standalone degree (or degree program). Second, the degree program BA in Physical Education has outlived its purpose. Athletic Training is clearly a degree program and after working with academic affairs, it was recommended that it be changed to a degree program. Third, it is fully funded and currently has three faculty lines. The Mission of the Athletic Training Education Program (ATEP) at Marshall University is to foster the academic needs of individuals desiring to become certified athletic trainers and those needs professionals desiring to update, renew, or enter the athletic training profession. This mission is accomplished through curricula planning and faculty organization. The ATEP provides education and services for a society that is open, complex, demanding and evolving.

A. Program Objectives

The Bachelor of Science in Athletic Training will provide the opportunity to:

1. Acquire skills and knowledge required for advanced practice [criteria delineated by the Commission on Accreditation of Athletic Training Education (CAATE)].

2. Develop specialized skills for management, clinical education, assessment, and treatment of athletic injuries and illnesses.

3. Become engaged in life-long learning and to prepare for post-baccalaureate studies.

4. Meet societal needs for advanced level, athletic trainers able to practice in diverse healthcare environments.

5. Utilize critical thinking skills in athletic training practice.

6. Apply communication skills to athletic training practice.

B. Program Identification

The following is the appropriate program identification as provided in the Classifications of Instructional Programs developed and published by the U.S. Department of Education Center for Educational Statistics.

51.0913 Athletic Training/Trainer. A program that prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions. Includes instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and

physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

C. Program Features

The Bachelor of Science in Athletic Training program is one of six accredited baccalaureate programs in the State of West Virginia provided by public and private institutions. It is the second oldest accredited program in longevity of accreditation. This program will be open to those persons who have been accepted to Marshall University.

Students pursing a baccalaureate degree in Athletic Training will choose from one of the content areas: (1) Athletic Training Comprehensive; (2) Athletic Training Pre-Physical Therapy; (3) Athletic Training Pre-Physicians Assistant; (4) Athletic Training Pre-Chiropractic; (5) Athletic Training Pre-Med; (6) Athletic Training Occupational Safety & Health; or (7) Safety. All students will complete a common core of classes to include an athletic training core and general education coursework.

1. Admission and Performance Standards

Prospective students who wish to apply for admission to the Bachelor of Science in Athletic Training program must meet the admission requirements listed below. In addition to admission to Marshall University, a separate application must be made to the athletic training program.

Admission Criteria

Prospective students must meet the minimum criteria listed below to be considered for admission to the program. Admission is highly competitive and will be determined by a panel of experts in the fields of athletic training and health care education.

- An overall cumulative minimum GPA of 2.70.
- A "C" or better in all required courses in the major.
- Completion of prerequisites and sophomore standing.
- Admission to Marshall University.
- Completion of 80 observation hours with an NATA-BOC (National Athletic Trainers Association Board of Certification) certified athletic trainer.
- Declared athletic training as a major.
- The most highly qualified students will be selected.

Application Process

All applications must be received no later than November 1 for the class beginning January 1 and must include the following:

- Completed application form,
- Official copies of transcripts for all colleges/universities attended,
- Proof of admission to Marshall University,

- A current resume or vita,
- Three letters of recommendation from professional associates, and
- A writing sample

Students pursuing a BS in athletic training will chose a major in one of following areas: (1) Athletic Training Comprehensive; (2) Athletic Training Pre-Physical Therapy; (3) Athletic Training Pre-Physicians Assistant; (4) Athletic Training Pre-Chiropractic; (5) Athletic Training Pre-Med; (6) Athletic Training Occupational Safety & Health; or (7) Safety.

Regardless of the major, all students will complete a core group of subjects. These courses are listed below and constitute 75 credit hours.

- BSC 227 Human Anatomy 4 credit hours
- BSC 228 Human Anatomy 4 credit hours
- EDF 417, PSY 417, BSC 417, or MTH 225 Statistics 3 credit hours
- ESS 321 Kinesiology 3 credit hours
- ESS 375 Evaluating Fitness 3 credit hours
- ESS 410 Princ., Organization, and Admin 3 credit hours
- FCS 210 Nutrition 3 credit hours
- PSY 201 General Psychology 3 credit hours
- PSY 311 Child Development 3 credit hours
- HS 200 Medical Terminology for the Athletic Trainer 3 credit hours
- HS 215 Intro to Athletic Training 3 credit hours
- HS 218 Taping and Wrapping Techniques in Ath. Trng 3 credit hours
- HS 220 Personal Health I 3 credit hours
- HS 222 First Aid 3 credit hours
- HS 255 Clinical Experience 1 3 credit hours
- HS 360 Clinical Experience 2 3 credit hours
- HS 361 Clinical Experience 3 3 credit hours
- HS 440 Health Assessment for the Athletic Trainer 3 credit hours
- HS 460 Clinical Experience 4 3 credit hours
- HS 422 Prevention Care & Treatment of Ath. Injuries 3 credit hours
- HS 448 Therapeutic Modalities in Athletic Training 4 credit hours
- HS 449 Therapeutic Exercise in Athletic Training 3 credit hours
- HS 479 Trends in Athletic Training 3 credit hours
- HS 490 Internship: paraprofessional Student Experience 3 credit hours

Students must also complete one multicultural and two international courses as prescribed by the Marshall Plan.

Credit hours for clinical practicum's are based on 1 credit hour per 65 hours of clock time.

(1) Students completing the Athletic Training Comprehensive major will complete 18 hours of restricted electives in addition to the core courses.

(2) Students completing the Athletic Training Pre-Physical Therapy major will complete the following in addition to the core courses. Summer school will be required to complete this degree in 4 years.

- PHY 201 General Physics 3 credit hours
- PHY 202 General Physics Lab 1 credit hour
- PHY 203 General Physics 3 credit hours
- PHY 204 General Physics Lab 1 credit hour
- CHM 211 Principles of Chemistry I 3 credit hours
- CHM 217 Principles of Chemistry I Lab 2 credit hours
- CHM 212 Principles of Chemistry II 3 credit hours
- CHM 218 Principles of Chemistry II Lab 2 credit hours
- PSY 311 Adult Development 3 credit hours
- BSC 120 Principles of Biology 4 credit hours
- BSC 121 Principles of Biology 4 credit hours

The Athletic Training Pre-Physical Therapy major has no electives available for students.

(3) Students completing the Athletic Training Pre-Physician Assistant major will complete the following in addition to the core courses. Summer school will be required to complete this degree in 4 years.

- CHM 211 Principles of Chemistry I 3 credit hours
- CHM 217 Principles of Chemistry I Lab 2 credit hours
- CHM 212 Principles of Chemistry II 3 credit hours
- CHM 218 Principles of Chemistry II Lab 2 credit hours
- CHM 365 Introductory Biochemistry 3 credit hours
- BSC 120 Principles of Biology 4 credit hours
- BSC 121 Principles of Biology 4 credit hours
- BSC 302 Principles of Microbiology 3 credit hours

The Athletic Training Pre-Physician Assistant major has no electives available for students to choose from.

(4) Student completing the Athletic Training Pre-Chiropractic major will complete the following in addition to the core courses. Summer school will be required to complete this degree in 4 years.

- PHY 201 General Physics 3 credit hours
- PHY 202 General Physics Lab 1 credit hour
- CHM 211 Principles of Chemistry I 3 credit hours
- CHM 217 Principles of Chemistry I Lab 2 credit hours
- CHM 212 Principles of Chemistry II 3 credit hours
- CHM 218 Principles of Chemistry II Lab 2 credit hours
- CHM 355 Organic Chemistry I 3 credit hours
- CHM 356 Organic Chemistry II 3 credit hours

- BSC 120 Principles of Biology 4 credit hours
- BSC 121 Principles of Biology 4 credit hours

The Athletic Training Pre-Chiropractic major has no electives available for students.

(5) Students completing the Athletic Training Pre-Med major will complete the following in addition to the core courses. Summer school will be required to complete this degree in 4 years.

- PHY 201 General Physics 3 credit hours
- PHY 202 General Physics Lab 1 credit hour
- PHY 203 General Physics 3 credit hours
- PHY 204 General Physics Lab 1 credit hour
- CHM 211 Principles of Chemistry I 3 credit hours
- CHM 217 Principles of Chemistry I Lab 2 credit hours
- CHM 212 Principles of Chemistry II 3 credit hours
- CHM 218 Principles of Chemistry II Lab 2 credit hours
- CHM 355 Organic Chemistry I 3 credit hours
- CHM 356 Organic Chemistry II 3 credit hours
- BSC 120 Principles of Biology 4 credit hours
- BSC 121 Principles of Biology 4 credit hours

(6) Student completing the Athletic Training Occupational Safety & Health major will complete the following in addition to the core courses. Summer school will be required to complete this degree in 4 years.

- PHY 201 General Physics 3 credit hours
- PHY 202 General Physics Lab 1 credit hour
- PHY 203 General Physics 3 credit hours
- PHY 204 General Physics Lab 1 credit hour
- CHM 211 Principles of Chemistry I 3 credit hours
- CHM 217 Principles of Chemistry I Lab 2 credit hours
- CHM 212 Principles of Chemistry II 3 credit hours
- CHM 218 Principles of Chemistry II Lab 2 credit hours
- SFT 235 Intro to Safety 3 credit hours
- SFT 372 Safety & Industrial Technology 3 credit hours
- SFT 373 Prncpls of Ergnms & Human Fact 3 credit hours
- SFT 373L Prncpls of Ergnms Lab 1 credit hour
- SFT 453 International Safety & Health 3 credit hours
- SFT 499 Occup. Sft Program Mngmt 3 credit hours

(7) Student completing the Athletic Training Safety major will complete the following in addition to the core courses.

- SFT 235 Intro to Safety 3 credit hours
- SFT 372 Safety & Industrial Technology 3 credit hours

- SFT 375 Construction Safety 3 credit hours
- SFT 378 Safety Evaluation & Measurement 3 credit hours
- SFT 460 Safety Training Methods 3 credit hours
- SFT 458 Hospital Safety 3 credit hours

D. Program Outcomes

The following outcome measures have been established for the Bachelor of Science in Athletic Training program:

1. Eighty-five percent or more of all students admitted will successfully complete the program within four years.

2. An average passing rate of first time BOC exams will meet or exceed the national average.

3. Within six months of successful completion of the BOC exam, 90% of graduates will be employed in the health care field.

4. Graduates will have a 100% placement into professional graduate schools.

E. Program Delivery

All didactic coursework will be offered on the Huntington campus. All clinical, practicum, and capstone courses will be in area healthcare and athletic facilities.

PART II: PROGRAM NEED AND JUSTIFICATION

A. Relationship to Intuitional Goals/Objectives

The athletic training degree program will reflect the institutions goals and objectives. Marshall University's mission states that "Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual." The athletic training degree program mimics this statement in that the majors within this degree program are innovative, reflect current trends, and moves Marshall University toward programs of the future that other institutions do not offer. By offering dual track majors this degree will prepare students to be better trained clinicians serving our society.

B. Existing Programs

Marshall's Athletic Training Education Program is one of six programs currently accredited in the State of West Virginia. Marshall's program is the second oldest program in the State offering the most eclectic clinical experiences of any program in WV.

C. Program Planning and Development

The ATEP currently exists and is fully accredited. It has been an emphasis under the degree program BA of Physical Education. The degree program of physical education has outlived its purpose and accreditation standards have changed to require athletic training programs to be standalone majors/degree programs.

D. Clientele and Need

The majority of students that currently attend Marshall University for athletic training are from WV and the tri-state area. By offering majors in athletic training pre-physical therapy, athletic training pre-chiropractic, and athletic training nursing, Marshall will draw students from across the nation moving Marshall toward being a destination university.

E. Employment Opportunities

The employment opportunities for athletic training and dual credentialed health care professionals (athletic training/physical therapy, athletic training/physicians assistant, athletic training/occupational safety & health, etc) is growing in demand. Local physical therapy clinics are constantly searching for therapists, especially a physical therapist that is dual credentialed as an athletic trainer. This is due to state laws on direct access to patients. Athletic trainers legally have direct access while physical therapists do not. And with more states requiring licensure and requiring athletic training medical coverage at athletic events, the demand for athletic trainers is on the rise. Coal companies in WV have currently advertised job vacancies for athletic trainers with a safety background.

A BS in Athletic Training degree, with its majors for graduate professional school preparation, has the potential to increase athletic trainers salaries due to being dual credentialed. Dual credentialing is a wave of the future for allied health professionals and has the potential to increase salaries from $30,000.00-$50,000.00/year (athletic training only credentialed) up to $90,000.00-$100,00.00+/year being dual credentialed.

F. Program Impact

The athletic training program at Marshall has been accredited since 1985. The need for these courses will continue under current accreditation guidelines.

The proposed program changes will support accreditation standards, move the current program forward in what is offered didactically to students, and offer programs of study that no other institution in the country currently offer. This will attract students to Marshall as a destination university and move Marshall into the next generation of health care providers.

G. Cooperative Arrangements

There is strong precedence for this type of program. There is currently cooperative arrangements with Cabell Huntington Hospital, Huntington Physical Therapy, Cabell EMS, Bellefonte Hospital in WV, St. Marys Hospital in WV, Trinidad Orthopedics in OH, Tri-State Physical Therapy in OH, Elite Rehab and Fitness in OH, Nichols Chiropractic in KY, Profitt Chiropractic in KY, Cabell County Schools in WV, Chesapeake Exempted Union Village Schools in OH, Fairland Independent Schools in OH, Boyd County Schools in KY, Wayne County Schools in WV, Greenup County Schools in WV, Kentucky Christian University in Grayson KY, Medical Arts Pharmacy in Huntington, Huntington Heroes Arena Football Team, Marshall Athletics, and Hanger Prosthetics and Orthotics in KY, for clinical experiences for students in the athletic training education program.

There is also support from the College of Computer Information Technology & Engineering, Joan C. Edwards School of Medicine, & the College of Allied Health Professions at Marshall University.

H. Alternatives to Program Development

Currently there are no program alternatives. Students wishing to pursue national certification as an athletic trainer must graduate from an accredited four year institution.

PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program Administration

Program administration will be accomplished by a Program Director who meets the standards set forth by the national certifying body, the Commission on Accreditation of Athletic Training Education (CAATE). The Program Director will organize, administer, review, develop and assure program effectiveness though on-going program assessment. This person will participate in the budget process through the Division of Exercise Science, Sport, and Recreation and be responsible for a leadership role in the continued development of the program. It is expected that the Program Director will maintain current knowledge of the professional discipline and educational methodologies. This faculty position is currently funded and filled by a qualified individual.

B. Program Projections

The demand is such in the tri-state area that projected program enrollment for year one would continue to be 10-15 students. As the program becomes established, enrollment projections suggest classes of 25 per year. This program currently has 55 majors, but majors must apply to be accepted into the athletic training program separate from being accepted the University. Students are considered pre-athletic training students until they are formally accepted into the athletic training program

C. Faculty Instructional Requirements

Sixteen full time faculty exist in the Division of Exercise Science, Sport, and Recreation (ESSR). Three of these full time faculty lines are currently athletic trainers to support this program. No additional faculty lines are needed to offer the degree program in Athletic Training. The other faculty lines are full time faculty members in the division of ESSR (e.g. Exercise Science, Physical Education, Recreation & Parks Resources, & Sport Management, & Marketing). These faculty teach course work required in the athletic training degree, but are not solely athletic training courses (e.g. exercise physiology, management, etc.).

D. Library Resources and Instructional Materials

Existing library sources are adequate to meet the needs of students pursuing a BS in Athletic Training degree. As MU students, athletic training students can access all Marshall University electronic databases and other library resources including the Medical School library.

E. Support Service Requirements

All support services are currently available to MU students.

F. Facilities Requirements

Facility requirements are currently available for the athletic training program.

G. Operating Resource Requirements

No additional resources are needed; the program is currently funded through the College of Education and Human Services Division of Exercise Science, Sport, & Recreation. The program can be operated within the current operating resources.

H. Source of Operating Resources

Faculty, personnel and facility resources are currently in place supporting the existing program within the Division of Exercise Science, Sport, & Recreation in the College of Education and Human Services.

PART IV: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Not Applicable

PART V: PROGRAM EVALUATION

A. Evaluation Procedures

Internal Evaluation:

Evaluation is a critical component to effective programs. Marshall University has a systematic and on-going evaluation process. All departments must submit an annual evaluation and program evaluation through the Office of Program Review and Assessment. A systematic evaluation plan will be developed to evaluate the cooperative program. CAATE accreditation requires a comprehensive assessment plan in relation to the athletic training program mission and goals. The areas for evaluation will be based on the CAATE accreditation standards found in Appendix A.

All faculty members must meet CAATE requirements as set forth in the accreditation standards. Faculty are employed at Marshall University which conduct annual employee evaluations. All courses developed will be submitted through the appropriate committees for approval by Marshall University.

Throughout the BS in Athletic Training program, a variety of measures are employed to assess student learning and comprehension. Among the measures utilized in the classroom setting include, but are not limited to, written objectives and examinations. In the clinical setting, student competence will be formally evaluated by the faculty at the mid-point and the end of each clinical rotation.

Another common practice of measuring competence is through student GPA. The BS in athletic training program policies state that a student must maintain a GPA of 2.70 throughout the program. If the student's GPA falls below a 2.70, they will be placed on academic probation and have one semester to bring it to an acceptable level or be suspended from the program for one academic year.

External Evaluation

One outcome utilized to measure the adequacy of graduates for advanced practice is the pass rate for first-time test takers on the athletic training board of certification exam. Currently, the national average for first time pass rate is 38%. This is low, due to the reformatting of the national exam. During the last exam of first time test takers, Marshall had 3 students take the exam for the initial time. Our first time pass rate was 33% (comparable to the national average). The first time pass rate can be used as an external evaluation of student performance.

The Graduate Survey, which has been discussed above, is another method utilized to measured preparedness for advanced practice. After working in the field for six and twelve months, graduates will be asked to complete a survey that solicits their feedback on the program's effectiveness in preparing them for practice.

Graduates of the program will be asked to submit the name of their employer upon securing professional employment. For the alumni who supply this information, an online survey will be sent to their employer to solicit information on their ability to perform in their current capacity. This provides additional feedback to enhance program content.

B. Accreditation Status

Marshall University's Athletic Training Education Program is currently fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The web site for the accrediting body is www.caate.net.

PART VI: TERMINATION OF PROGRAM

Not Applicable

2/3/2009

APPENDIX A
ASSESSMENT SCHEMATICS & OVERVIEW

The evaluation tools are designed to be aggregated in order to provide an overall picture of the effectiveness of the ATEP (Athletic Training Education Program). The ACI/CI (Approved Clinical Instructor/Clinical Instructor) evaluations offer a continuum of feedback. The ATEP faculty can track student development in areas of knowledge, behavior, and professional development. By obtaining feedback on a bi-semester basis, the ATEP faculty can insure student development and make corrections as needed and when needed (not in hindsight). The ATEP faculty evaluation of a clinical site-ACI/CI offers feedback with regard to an "education fostering" environment for athletic training students. This allows the ATEP to monitor appropriate clinical practices and use of ATEP students.

The student evaluation of the ACI/CI and student evaluation of the clinical site offers additional insight into clinical site practices and use of clinical students. It offers the ATEP information, along with student clinical daily journals, with regard to what kind of experiences students are exposed to at individual clinical sites. It also offers an overview of the semester of ACI/CI interaction with the student from the student's perspective. This gives a broader view of ACI/CI-student interaction aside from the ATEP faculty evaluation of a clinical site-ACI/CI. The ATEP faculty complete "spot" checks a minimum of one time at each clinical site each semester. This provides the ATEP with a limited view of what experiences students participate in on a daily basis.

The COEHS, Marshall, and ATEP Senior Exit Surveys offer feedback from graduating seniors as to how prepared they feel at the time of their graduation. This gives the ATEP information with regard to how well the ATEP is preparing our students for the transition from undergraduate education to the working environment and/or graduate school.

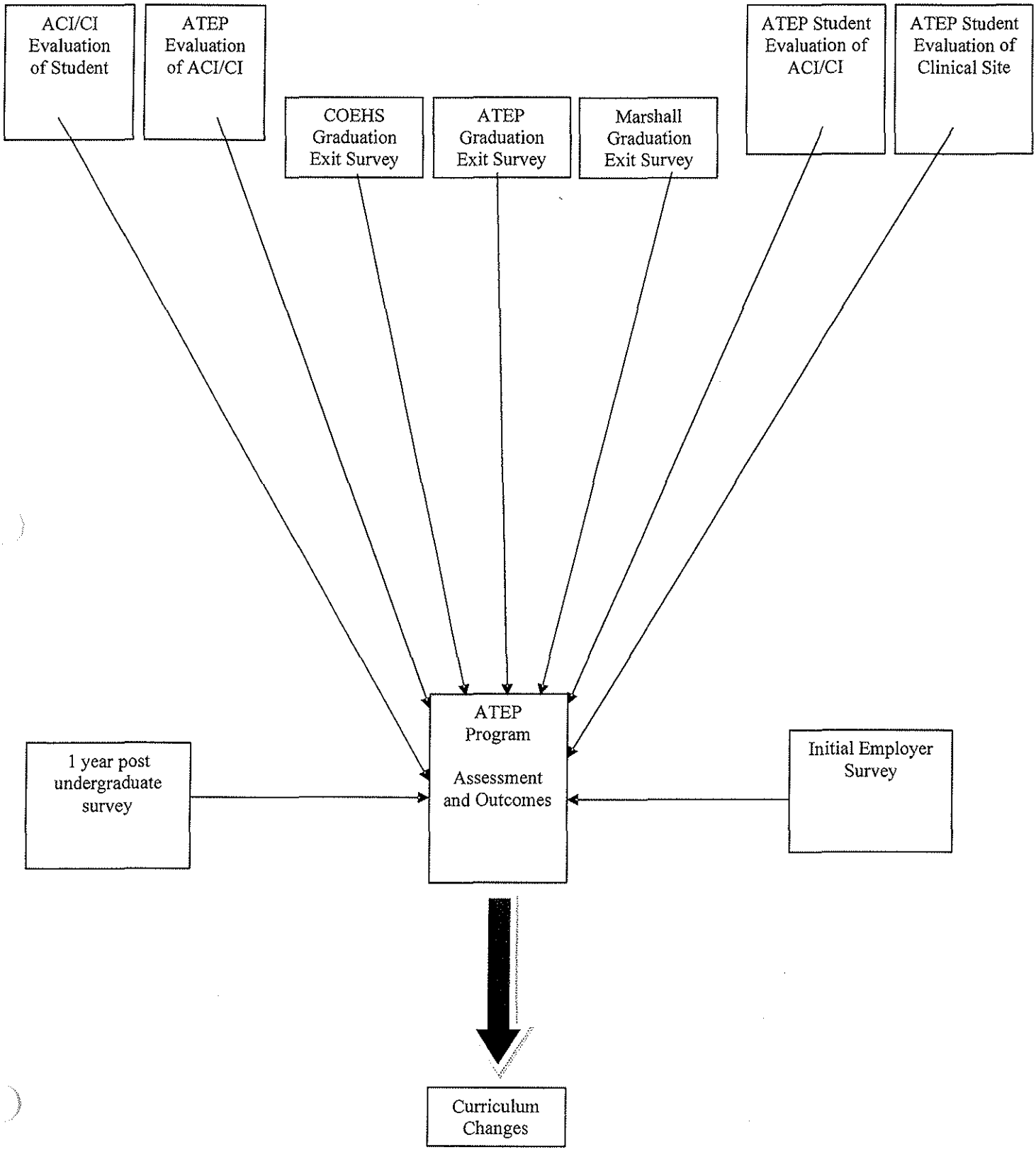
The one year post graduation survey gives feedback on how graduates evaluated various components of the ATEP after being out of school for a year. This along with initial employer surveys gives the ATEP feedback on how well students were actually prepared to enter the work force and/or graduate school. This gives the ATEP valuable feedback on actual strengths and/or weakness and not perceived strengths and/or weakness of graduating seniors.

Data obtained from all these assessment instruments allow the ATEP to make informed and appropriate changes to the ATEP as needed. The following chart depicts what assessment is done, when, and who completes it.

	Completed	Completes This Form	This Form (who it is turned into)	from this Is Used by ATEP
ACI/CI Evaluation of Student	2 Times each Clinical Course	ACI/CI completes and signs and goes over evaluation with student	This form is turned into the ATEP faculty assigned that clinical experience course	This information is used to track progression of students at their clinical sites
ATEP Evaluation of ACI/CI	Randomly done when ATEP faculty completes a site visit (minimum one time per semester)	ATEP Faculty	ATEP Program Director (PD)	This information is used to help determine clinical site compliance to ATEP policies and procedures as well as assist in determining level of interaction between ACI/CI and athletic training students
ATEP Student Evaluation of ACI/CI	Completed once when student is finished with that clinical experience	Athletic training student enrolled in a clinical experience course	ATEP Faculty assigned to the clinical experience course	Used to gain students belief of how well their ACI/CI worked with them during their clinical experience. Assists in determining continuation of an ACI/CI
ATEP Student Evaluation of Clinical Site	Completed once when student is finished with that clinical experience	Athletic training student enrolled in a clinical experience course	ATEP Faculty assigned to the clinical experience course	Used to determine the clinical experience at a particular clinical site. Assists in determining continuation of placement at that site.

ATEP Graduation Exit Survey	Once when graduating	ATEP Student	ATEP PD	Help determine if students perceive they have been prepared for the work force and to help determine if ATEP Mission and Goals are being met
Marshall Graduation Exit Survey	Once when graduating	ATEP Student	Institutional Research	Will begin to use Spring 2009
1 Year Post Undergraduate Survey	1 year after graduating from ATEP	ATEP Graduate	ATEP PD	Help determine if students perceive they have been prepared for the work force after being out of the ATEP for one year and to help determine if ATEP Mission and Goals are being met
Initial Employer Survey	1 year after graduating from ATEP	ATEP Graduate Initial Employer	ATEP PD	Help determine if students have been prepared for the work force, if the ATEP is keeping up with current trends, and to help determine if ATEP Mission and Goals are being met

Marshall University
Athletic Training Education Program
Master Assessment Flowchart



Appendix B

Scan of Support Letter from the Joan C Edwards School of Medicine

11/19/2008 12:01 FAX 002

MARSHALL UNIVERSITY
Joan C. Edwards School of Medicine
www.musom.marshall.edu

Office of the Vice President for Health Sciences
and Dean of the School of Medicine

November 18, 2008

College of Education & Human Services
Division of Exercise Science, Sport & Recreation,
Athletic Training Education Program &
Academic Planning Committee & Board of Governors
Marshall University
One John Marshall Drive
Huntington, WV 25755

Dear COEHS, Academic Planning Committee, and MU Board of Governors:

I am writing this letter on behalf of the Joan C. Edwards School of Medicine in support of converting the Athletic Training Education Program (ATEP) area of emphasis to a degree program. A degree program in Athletic Training with areas of emphasis in Pre-Med, Pre-Physical Therapy, Pre-Physicians Assistant, Pre-Chiropractic, Occupational Safety & Health, and Safety will serve the community, industry, and Marshall University well. It will serve the community and industry in that students can complete their pre-professional graduate work while earning a degree that will qualify them to be dual credentialed. This degree program will prepare students to interact with the medical and allied health professions, athletic/active population, and industrial population. It serves Marshall in that it will attract students interested in allied health careers that deal with the athletic/active population and prepare them for professional graduate degree programs in medicine, physical therapy, and safety at Marshall and other universities.

The Joan C. Edwards School of Medicine supports the endeavors of Dr. McIlvain and the Athletic Training Education Program Faculty. By converting the Athletic Training Education Program area of emphasis, currently under the BA Physical Education Degree Program to a BS Athletic Training Degree program with multiple areas of emphasis, not only brings the ATEP in compliance with the Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards, but will also prepare students for the workforce, professional graduate school in allied health professions, and make our graduates from Marshall more marketable in a highly competitive professional health field.

Sincerely yours,

Charles H. McKown, Jr., M.D.
Vice President and Dean

g)

1600 Medical Center Drive • Suite 3400 • Huntington, West Virginia 25701-3655 • Tel 304/691-1700 • Fax 304/691-1726
A State University of West Virginia • An Affirmative Action/Equal Opportunity Employer

Fr
Se
To: McIlvain, Gary
Subject: RE: Degree Program Areas of emphasis

Gary,

That sounds much better than Safety Technology. Go with that.

From: McIlvain, Gary
Sent: Monday, November 17, 2008 4:17 PM
To: Stern, D Allan
Subject: RE: Degree Program Areas of emphasis

Dr. Stern,

Thanks for all your help and support. We could call it Athletic Training-Safety... if that is ok with you. Let me know...I will have to turn in our proposal on Friday of this week to the University Academic Planning Committee.

Thanks again,

Gary

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"If your maximum is the required minimum, then you will lead a life of mediocrity" Al Rainaldi

Gary E. McIlvain, Ed.D., ATC/LAT
Assistant Professor
Athletic Training Education Program Director
Marshall University
Division of Exercise Science, Sport, and Recreation
1 John Marshall Drive
Huntington, WV 25755

Gullickson Hall 203-E
Voice: 304/696-2930
Fax: 304/696-2928
E-Mail: mcilvain2@marshall.edu

From: Stern, D Allan
Sent: Friday, November 14, 2008 4:20 PM
To: McIlvain, Gary
Subject: RE: Degree Program Areas of emphasis

I think we need to think of or work on a different name for option 2. Safety Technology is our undergrad degree name so we probably should not use that. I will have to think a bit more on this and get back to you.

From: McIlvain, Gary
Sent: Friday, November 14, 2008 1:12 PM
To: Stern, D Allan
Subject: Degree Program Areas of emphasis
Importance: High

Dr. Stern,

I just wanted to check with you to see if it is ok to use (1) *Athletic Training Occupational Safety & Health* & (2) *Athletic Training Safety Technology* as titles for areas of emphasis in our athletic training degree program. If you and your colleagues
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would prefer for us to use different terminology what would you suggest? What I am doing, as we talked about before, is to include your minors within the athletic training degree. They would prepare students for graduate work in safety or to work in the industrial field and the other area of emphasis would prepare them to work in a hospital setting.

Here are the areas of emphasis and what would be required of the students to take from safety (they are your minors in safety, but restrict which courses the second option allows as electives):

(1) **Student completing the Athletic Training Occupational Safety & Health major will complete the following in addition to the core courses. Summer school will be required to complete this degree in 4 years.**

- PHY 201 General Physics 3 credit hours
- PHY 202 General Physics Lab 1 credit hour
- PHY 203 General Physics 3 credit hours
- PHY 204 General Physics Lab 1 credit hour
- CHM 211 Principles of Chemistry I 3 credit hours
- CHM 217 Principles of Chemistry I Lab 2 credit hours
- CHM 212 Principles of Chemistry II 3 credit hours
- CHM 218 Principles of Chemistry II Lab 2 credit hours
- SFT 235 Intro to Safety 3 credit hours
- SFT 372 Safety & Industrial Technology 3 credit hours
- SFT 373 Prncpls of Ergnms & Human Fact 3 credit hours
- SFT 373L Prncpls of Ergnms Lab 1 credit hour
- SFT 453 International Safety & Health 3 credit hours
- SFT 499 Occup. Sft Program Mngmt 3 credit hours

(2) **Student completing the Athletic Training Safety Technology major will complete the following in addition to the core courses.**

- SFT 235 Intro to Safety 3 credit hours
- SFT 372 Safety & Industrial Technology 3 credit hours
- SFT 375 Construction Safety 3 credit hours
- SFT 378 Safety Evaluation & Measurement 3 credit hours
- SFT 460 Safety Training Methods 3 credit hours
- SFT 458 Hospital Safety 3 credit hours

Thanks for your support and input. I greatly appreciate it…

Gary

~~~~~~

"If your maximum is the required minimum, then you will lead a life of mediocrity" Al Rainaldi

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Appendix C
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FORM 1
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FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2008)	Second Year (2009)	Third Year (2010)	Fourth Year (2011)	Fifth Year (2011)
Number of Students Served through Course Offerings of the Program:					
Headcount	1,206	1,252	1,302	1,302	1,302
FTE	12,542.4	13,020.8	6,770.4	13,540.8	13,540.8
Number of student credit hours generated by courses within the program (entire academic year):	156	156	156	156	156
Number of Majors:					
Headcount	55	65	75	75	100
FTE majors	102.2*	138.6**	160**	160**	213**
Number of student credit hours generated by majors in the program (entire academic year):	1,760	2,080	2,400	2,400	3,200
Number of degrees to be granted (annual total):	3	8	15	20	25

*** (Actual FTE count from institutional research for 2008; retrieved via email 12/11/08)**
**** FTE count based on projected majors averaging 32 hours per year)**

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FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year FY(2008)	Second Year FY(2009)	Third Year FY(2010)	Fourth Year FY(2011)	Fifth Year Y(2012)
A. FTE POSITIONS					
1. Administrators	2	2	2	2	2
2. Full-time Faculty	16	16	16	16	16
3. Adjunct Faculty	9	9	9	9	9
4. Graduate Assistants	6	6	6	6	6
5. Other Personnel:					
a. Clerical Workers	2	2	2	2	2
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. **OPERATING COSTS** (Appropriated Funds Only)

1. Personal Services:					
a. Administrators *	104,000	104,000	104,000	104,000	104,000
b. Full-time Faculty	743,000	743,000	743,000	743,000	743,000
c. Adjunct Faculty	38,400	38,400	38,400	38,400	38,400
d. Graduate Assistants	32,000	32,000	32,000	32,000	32,000
e. Non-Academic Personnel:					
Clerical Workers	41,000	41,000	41,000	41,000	41,000
Professionals	31,000	31,000	31,000	31,000	31,000
Total Salaries *	885,400	885,400	885,400	885,400	885,400

*** Administrators are generated from faculty lines, therefore not included in total salaries to keep from duplicating salaries and skewing the total.**

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FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2008)	Second Year (2009)	Third Year (2010)	Fourth Year (2011)	Fifth Year (2011)
2. Current Expenses	23,538	23,538	23,538	23,538	23,538
3. Repairs & Alterations	8,000	8,000	8,000	8,000	8,000
4. Equipment: Educational Equip.	1,200	1,200	1,200	1,200	1,200
Library Books	0	0	0	0	0
5. Nonrecurring Expense (specify)	0	0	0	0	0
Total Costs	32,738	32,738	32,738	32,738	32,738
C. **SOURCES**					
1. General Fund Appropriations (Appropriated Funds Only)	32,738	32,738	32,738	32,738	32,738
____Reallocation ____New funds (Check one)		**X Funds Currently Exist**			
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other (outside contracts)	48,000	48,000	48,000	48,000	48,000
Total All Sources	80,738	80,738	80,738	80,738	80,738

NOTE: Total costs should be equal to total sources of funding
*Explain your Method for Predicting the Numbers **(Use additional sheet if necessary)**

A current budget line exists through the COEHS for the Division of Exercise Science, Sport and Recreation (ESSR). This budget line currently supports athletic training, exercise science, sport management & marketing, recreation & parks resources, and physical education pedagogy. Our operating budget and faculty line budget are not projected or predicted, they currently support the ESSR's existing programs.