

New Program Application: Format and Process

Bachelor of Kinesiology Pre-Athletic Training Program (KATP) and Master of Athletic Training(3+2)

Department of Kinesiology and Nutrition

College of Education and Human Services

Developed by Melissa Long

Description of program (catalog entry for the program):

The Bachelor of Kinesiology Pre-Athletic Training (KATP) and Master of Athletic Training (3+2) program provides comprehensive coursework and clinical experience for students that seek knowledge of athletic training. The program will provide the students with classroom academic course work, hands-on laboratory classes, and diverse clinical experiences all while reinforcing Christ-centered values.

NOTE: The MAT program provides 55 hours of graduate coursework and will qualify graduates to sit for the State of Texas Athletic Training Licensure Exam. The program will seek national accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). Once accredited, graduates will be eligible to sit for the BOC (national Board of Certification) exam.

The first three years are "pre-professional" and are designed for undergraduate students. In this program the student will earn an B.S in Kinesiology with the KATP concentration, as well as complete the prerequisites for the MAT program. After acceptance into the "professional" phase of the program, the student will begin graduate level classes during the summer prior to their fourth year. ACU will award the bachelor's degree to qualified students who have satisfactorily completed three years of prescribed work in Kinesiology at ACU plus one year in the Master of Athletic Training (MAT) (summer, fall, and spring semesters) for a total of 134 hours. The master's degree will be awarded upon successful completion of the fifth year.

I. Overview

A. Mission of the program ("...to prepare students for ...")

The mission of the Bachelor of Kinesiology Pre-Athletic Training (KATP) and Master of Athletic Training (3+2) program is to offer students a dynamic, respected program that challenges them to grow intellectually, academically, emotionally, and spiritually while preparing them for successful careers as athletic trainers.

B. Goal (overarching statement of what students will achieve by the end of the program)

Graduates will apply their athletic training skills and knowledge in the areas of evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility to improve the quality of professional medical care in their community while reflecting Christian values.

C. Outcomes (competencies in measurable performance terms)

1. The program will prepare graduates to integrate faith and learning while offering athletic training services to those in need through schools, churches, hospital outreach, and other settings.
2. The program will prepare graduates to obtain placement in athletic training or related field.
3. The program will prepare graduates to assume leadership roles in the workplace and/or professional organizations.

Program Outcome 1: The program will prepare graduates to integrate faith and learning while offering athletic training services to those in need through schools, churches, hospital outreach, and other settings.

Objective 1 for Program Outcome 1 – At least 80 percent of graduates who respond to an email survey will indicate they are offering athletic training services to those in need through schools, churches, hospital outreach, and other settings. This survey will be conducted by a faculty member in the MAT program once per year.

The curriculum of the program has a medical and community focus and will teach students how to humbly serve their community while maintaining medical professionalism and competency.

Program Outcome 2: The program will prepare graduates to obtain placement in athletic training or related field.

Objective 1 of Program Outcome 2 – At least 80 percent of graduates will pass the State of Texas Athletic Training Licensure Exam or the National Athletic Trainers' Association Board of Certification (BOC) exam as first-time test takers.

The curriculum of the program is aligned with the essential knowledge and skills of the State of Texas Athletic Training Licensure Exam and the BOC exam. In order to practice as an Athletic Trainer in the State of Texas, one must have a License awarded by the Texas Department of Licensing and Regulation.

Objective 2 of Program Outcome 2 – At least 80 percent of graduates who respond to an email survey will state they obtained placement in athletic training or related field, such as high school athletic trainer, community outreach through a hospital, or athletic training in an industrial setting, or continued schooling within 6 months of completing the program. This survey will be conducted by a faculty member in the MAT program once per year.

Faculty will serve as mentors while students are seeking employment. Faculty will be willing to write reference letters for graduates of the program and will provide current employment information to graduates. Suggestions involving resume writing, professional dress, interviewing, and other components related to gaining employment will be provided by the MAT faculty.

Objective 3 of Program Outcome 2 – At least 80 percent of graduates who respond to an email survey will indicate they felt prepared for the workplace. This survey will be conducted by a faculty member in the MAT program once per year.

High levels of self-efficacy will occur as a result of well-managed clinical and didactic educational opportunities. If graduates feel they were prepared adequately for working in the field of athletic training, they are likely to truly be prepared.

Objective 4 of Program Outcome 2 – At least 80 percent of employers who respond to an email survey will rate graduates as being “good” or “excellent” for competency/professionalism in the workplace. This survey will be conducted by a faculty member in the MAT program once per year.

Graduates who are proficient in knowledge and skills necessary for employment in the field are likely to be rated as being “good” or “excellent” for competency/professionalism by employers. Program curriculum includes high-quality courses that target practice skills, specialized knowledge, and corresponding professionalism.

Program Outcome 3: The program will prepare graduates to assume leadership roles in the workplace and/or professional organizations.

Being prepared for leadership in the field indicates that graduates are well-prepared for the profession, which reflects the mission of ACU and of the program. The expectation is that graduates will be highly respected because of their leadership potential.

Objective 1 of Program Outcome 3 – At least 80 percent of employers who respond to an email survey will rate graduates as being “good” or “excellent” for leadership potential. This survey will be conducted by a faculty member in the MAT program once per year.

Good employment habits such as being punctual, professionally dressed, using appropriate vernacular are stressed in this program. These help to ensure successful employment and good ratings from employers and will be fundamental throughout the curriculum. As graduates are observed having good or excellent ratings for good employment habits, competency, and leadership in the workplace, they are likely to be recognized as leaders in the profession of athletic training.

Objective 2 of Program Outcome 3 – At least 80 percent of graduates who respond to an email survey will indicate they are actively involved in professional organizations within 2 years of completing the program. This survey will be conducted by a faculty member in the MAT program once per year.

Graduates will have the opportunity to become involved in both local and national professional organizations. Faculty will encourage graduates to accept leadership roles.

D. Description of the target audience

The target audience for the 3+2 combination Bachelor of Science in Kinesiology (KATP) and Master of Athletic Training will consist of high school graduates that know their end goal is to obtain national certification and/or Texas licensure as an Athletic Trainer. Additionally, first year college students that have declared Kinesiology (KATP) as their undergraduate major that show an interest in Athletic Training and are willing to obtain observation hours will be considered for admittance to the 3+2 combination program.

E. Admission requirements (prerequisites: courses, skills, GPA, academic standing, etc.)

In order to gain admission to the Bachelor of Kinesiology (KATP) and Master of Athletic Training (3+2) program, applicants must gain admission to ACU through the typical means. At the end of the student's third year, applicants must meet the following requirements before applying to the Professional Phase of the 3+2 program.

- 1.) **Bachelor's Degree-** Students currently enrolled in the "pre-professional" phase (KATP) of 3+2 program that wish to apply to the "professional" phase of the MAT program must be on track to complete at least 104 hours of undergraduate courses by the end of the Spring of their 3rd year.
- 2.) **Prerequisite Coursework-** All prerequisite courses must be completed prior to matriculation. Applicant must have completed, be enrolled in, or in-progress of these courses at the time of application to the MAT program. A grade of C or higher must be earned in the following courses. A maximum number of 6 hours may be earned with a grade of C, all others must be B or higher. Prerequisite courses include:

Human Anatomy (or A&P I)	3-4 hours
Human Physiology (or A&P II)	3-4 hours
Exercise Physiology/ Kinesiology/Biomechanics	3 hours
Statistics	3 hours
Nutrition	3 hours
Biology	3 hours
Chemistry	3 hours
Physics	3 hours
Psychology	3 hours

- 3.) **GPA** – An overall GPA of 3.0 is required to apply. Prerequisite and general science course grades will be reviewed. An average 3.0 GPA must be maintained throughout the entire pre-professional phase of the program to gain admission to the professional phase.

- 4.) **Observation Hours-** Applicants are required to complete fifty hours of observation directly supervised by a certified and licensed Athletic Trainer in the Spring semester prior to enrollment in the Professional Phase of the 3+2 program. Observation hours must be documented and signed by the supervising Athletic Trainer on the required form (see appendix A).
- 5.) **Letters of Recommendation-** Each applicant must obtain three letters of recommendation. Letters of recommendation should be completed by individuals who:
(a) have supervised observation hours during any health care-related volunteer or paid work; (b) are previous or present instructors and/or advisors; (c) are previous or present employers; and (d) are health care professionals. Letters of recommendation should include elements demonstrating the applicant's: (a) willingness to learn; (b) integrity; (c) perseverance; and (d) ability to interact with patients/clients. Letters of recommendation are submitted online through the ATCAS Application (see below).
- 6.) **Personal Statement-** In a cover letter, applicants should include a written statement describing how professional goals, interests, and faith all led them to apply to the Bachelor of Kinesiology (KATP) and Master of Athletic Training (3+2) Program at ACU.

Applicants for the MAT program must complete both an ATCAS Application and an ACU Graduate School Application. Application must occur by completing the following steps:

- 1.) **ATCAS Application-** The ATCAS Application can be accessed through the following link: <https://atcas.liaisoncas.com/applicant-ux/#/login>
NOTE: There is an \$85 application fee associated with the ATCAS application paid by the student. This is a one-time fee charged by ATCAS. The ATCAS application can be used to apply for other MAT programs as well.
- 2.) **ACU Graduate School Application-** The ACU Graduate Application can be accessed through the following link:
<https://acustudentportal.force.com/acucommunity/CustomCommunityLoginPage>
NOTE: There is a \$50 application fee associated with the ACU graduate application. This fee will be waived for current ACU students who apply.

II. Feasibility Study and Documentation

- A. Relation to ACU mission and key emphases (faith/learning, multicultural perspectives, service learning)

Two separate organizations play a role in the development and continuing education of athletic trainers: the National Athletic Trainers' Association (NATA) and the Commission on Accreditation of Athletic Training Education (CAATE). The vision of the NATA is that "athletic trainers will be globally recognized as vital practitioners in the delivery and advancement of health care. Through passionate provision of unique services, athletic trainers will be an integral part of the interprofessional health care team." The vision of CAATE is "improving health by assuring and recognizing excellence in AT education." This is achieved through the six values of CAATE: Accountability, Transparency, Integrity, Excellence, Leadership, and Partnership. The calls for excellence, leadership, and global recognition are similar to

that in the mission of Abilene Christian University. The vision statements of both NATA and CAATE coincide with the mission of ACU "to educate our students for Christian service and leadership throughout the world." The 3+2 program falls in line with the ACU mission in that the profession of Athletic Training is a service-oriented profession. Athletic Trainers consistently give of their time and skills to contribute to the betterment of their community and that of others. Service before self and excellence in delivery of medical care comprise the basis of the profession. Keeping the visions of NATA and CAATE in mind and adding the ACU promise of Christ-centered education, the Bachelor of Kinesiology (KATP) and Master of Athletic Training (3+2) has the distinction to educate the most compassionate and service-minded professionals for the ever-changing medical world. In addition, the curriculum of the master degree will continually correlate the profession of athletic training to Christian living and spiritual practices within the vocation. Faculty in the program will be faith mentors to guide students to develop a strong faith expressed through the profession. The program will encourage relationships among students, with faculty, and with others in the community that are founded on the commitment to Christ, regardless of racial, ethnic, gender, and cultural differences.

Currently, ACU offers an undergraduate Athletic Training track (KNAT) within the Kinesiology department. Graduates of that track are eligible to sit for the State of Texas Athletic Training Licensure Exam. Upon successful completion of the exam, the graduate then becomes a Licensed Athletic Trainer and can practice within the State of Texas. In order for graduates to become eligible to practice nation-wide, they must graduate from a CAATE accredited program and sit for the National Athletic Trainers' Association Board of Certification (BOC) exam. By 2022, CAATE is requiring that all professional Athletic Training programs be offered at the master's level (they are currently offered at both graduate and undergraduate levels). Creating a Bachelor of Kinesiology (KATP) and Master of Athletic Training (3+2) at the forefront of the mandate would position ACU to be one of the leaders in the transition, as well as serve our students well by setting them up to be leaders in the profession. By creating this program, ACU is building distinction with relevance in being at the forefront of the mandate and will be meeting the emerging market demand.

The offering of a 3+2 program fits the strategic plan and is innovative because it creates an undergraduate/graduate partnership that enables students to complete both bachelor's and master's degrees in a shorter time period. This arrangement creates seamless movement from the bachelor's to the master's program, which is more conducive for students to engage in a master's program, become more knowledgeable in the field, and meet the CAATE mandate.

Experiential learning is an integral part of a Master in Athletic Training program. Students will be required to complete a clinical experience class every semester. Additionally, they will have an immersion experience that will last at least four weeks during which students will work alongside an athletic trainer learning all aspects of the profession. This ensures that athletic trainers have adequate real-world and hands-on experience so they are proficient on the first day of their jobs.

As a part of the MAT program, students will be required to complete research projects and present at conferences and/or submit for publication. The reputation of ACU students, faculty, the MAT program, and ACU as an institution benefit from students being active in the research process. This enhanced reputation can potentially increase the number of students applying to the program.

From a community perspective, ACU would be the first to offer a Bachelor of Kinesiology

(KATP) and Master of Athletic Training (3+2) program in Abilene. Hardin-Simmons University currently offers a CAATE accredited undergrad program, with plans of changing to a Master of Athletic Training program during the 2019-2020 school year. Currently in the state of Texas, there are six MAT programs (Stephen F. Austin University, Texas A&M University, Texas Lutheran University, Texas Tech, University of Houston, and University of Texas at Arlington). There is one MAT program in Arkansas, and no programs in Oklahoma, Louisiana, or New Mexico. Nationwide, there are 60+ programs currently accredited or in the process of seeking accreditation. Of those 60+ programs, none are at universities that are affiliated with the Church of Christ. By offering a 3+2 program, ACU will be distinctive because it will be the only program in the nation with Church of Christ affiliation.

A Bachelor of Kinesiology (KATP) and Master of Athletic Training (3+2) program at ACU will also offer a unique opportunity for students that wish to pursue a MAT at a smaller NCAA Division I FCS (Football Champion Subdivision) school. Many of the 60+ programs offered across the nation are at a NCAA Division II, III, or NAIA schools. While a few are offered at the NCAA Division I level, these are in the Football Bowl Subdivision (FBS) schools. ACU would be one of the few NCAA Division I FCS schools to offer a MAT program.

Finally, a MAT program at ACU would strengthen the relationship between ACU and many community health partners within Abilene. The MAT program would require off-campus clinical rotations for the students to use their classroom skills in settings outside of ACU athletics. These will include partnership with Action Sports, Abilene Bone and Joint, Abilene High School, Hendrick Health, Wylie High School Sports Medicine, and many others. The relationships built and strengthened by MAT clinical rotations would serve ACU well in bringing more recognition, ownership, and commonality within the community.

B. Societal need for the program (track)

The demand for athletic trainers across all practice settings is increasing, and the Bureau of Labor Statistics (BLS) estimates that the athletic training profession will grow 21% by 2022. There is tremendous opportunity for job growth in the secondary school setting as NATA advocates for the gold standard of at least one full time athletic trainer in each secondary school. As parents, athletes, coaches, and school administrators become more aware of the long-term effects of concussion and injury, the importance of youth sports safety and the effectiveness of athletic trainers in prevention and rehabilitation, more schools are demanding full time athletic trainers to keep student athletes safe.

Additionally, health care reform has urged physician clinics and hospitals to pursue the most cost-effective means of patient care. By adding athletic trainers to staff, clinics and hospitals are able to capitalize on the clinical efficiencies of athletic trainers. ATs can often be found in general practitioner offices, pediatric offices, orthopedic offices, chiropractic offices, physical therapy clinics, hospital settings, and industrial clinics. ATs, when used effectively, can increase patient outcomes, improve patient satisfaction and help the physician have a better work/life balance.

Athletic trainers continue to demonstrate their effectiveness in growing practice settings such as performing arts, military, public safety and occupational health. Athletic trainers

keep injury rates down and keep employees healthy on the job, which is critical for these employers.

Local support for the MAT program at ACU is overwhelming. One local athletic trainer in the community has said that “athletic training is a field ripe for the harvest.” ACU Athletics is currently in the last year of transition to NCAA Division I, which will allow the MAT students a chance to gain their clinical experiences at a DI institution. At the same time, ACU Athletics will be gaining graduate level students to care for the athletes on both a physical and spiritual level. Athletic Trainers at Action Sports Medicine have shown a great interest in providing MAT students with clinical experience opportunities within their clinic as well as outreach in smaller high schools surrounding Abilene. Action Sports Medicine has also shown an interest in employment of graduates of the MAT program. Local high schools, such as Wylie HS, are also excited about the MAT program and have offered to act as clinical experience sites for the students.

C. Employment demand for graduates from the program (track)

By 2022, CAATE will require that all students that wish to sit for the National Athletic Trainers Association Board of Certification (BOC) exam will have completed a master's program in athletic training. Currently, many employers look favorably on potential employees that have already completed a master's degree.

A 2016 study by the NATA found that the average salary for an athletic trainer with a master's degree was \$54,695. First year graduates with a master's degree earned an average of \$38,825. Athletic Trainers with 1-5 years of experience reported making \$42,320. Young professionals with 1-5 years of experience had the largest increase in salary over the previous three years, an improvement of more than 8%.

D. Prospective student interest, student pool

During 2014-2015, there were 375 professional athletic training programs (undergraduate and graduate), enrolling 13,742 students. There were 336 bachelor professional degree-granting programs and only 39 master's programs. (336 bachelor's, 39 master's). In 2014-2015, nine more programs were approved at the master's level, with 24 additional programs submitting applications to become accredited.

With the requirement for all professional programs to transition to a master's level by 2022, many of the future students will be looking for a master's program in which to enroll. In 2014-2015, a total of 11,858 students completed applications for an athletic training program, and 1,344 of those applied to a master's level program. Of those 1,344 students, only 498 were admitted and started a master's program. That left 846 students that did not get accepted and admitted to a Master of Athletic Training program. This clearly supports the need for another standalone Master of Athletic Training program.

A 3+2 program at ACU will offer an opportunity for the other 10,514 students that applied to an undergraduate program to obtain both an undergrad and graduate degree. As the profession shifts to a master's entry-level degree, the numbers should reflect that shift by an increased number of applicants to the master's programs.

III. Budget Analysis of Program

A. Impact on additional revenue of the university

1. Number of new students to ACU

Currently, the Kinesiology department sees about 30 prospective students annually that have an interest in Athletic Training. These students will feed the KATP program. It is estimated that over 75 students could apply to the standalone Master of Athletic Training program at ACU. As stated above, over 840 students applied and were turned away from master's programs in 2014-2015. With the small number of 3+2 programs and the large number of applicants, ACU is sure to see a healthy application pool.

Ideally, 10-12 students will be admitted in the first cohort of 3+2 combination program. As the program grows, 12-15 students could be admitted annually into each program. If MAT clinical rotation sites prove to handle more students while continuously providing quality education, then more students could be admitted to the program.

2. Number of additional credit hours sold per fiscal year

Revenue:

To receive a Master's of Athletic Training (MAT), students must complete 55 graduate credit hours over two years. In the first year of the standalone program, students will be required to complete 30 credit hours. Our goal for year one is to admit 10 students to the MAT program. Assuming achievement of this goal, we will sell 300 credit hours during the first year of the program at a rate of \$850 per credit hour. This would create a gross graduate revenue number of \$255,000 in year one.

The second year of the program requires 25 hours. Assuming a very conservative 10% attrition rate, 9 second year students would create 225 credit hours sold and (\$191,250). Our new student goal for year 2 is 12 students. Assuming reaching this target, we would sell 360 hours to this group (\$306,000). All told, we should sell 585 credit hours in year 2 resulting in \$497,250 in gross graduate revenue.

As the program continues to 20 new students per year, revenue only increases. For instance, in year 5 we anticipate 38 students in the program generating \$935,000 in gross revenue.

Credit Hours and Program Price:

Students in the 3+2 program will complete 134 hours by the end of their 4th year at ACU and 159 hours upon completion of both the Bachelor and Master program. Across the state of Texas, graduate tuition for the six other schools with MAT program ranges from \$660-953 per credit hour. These charges do not include any fees. Credit hours required per program range from 52-60 in these six MAT programs.

ACU's program has is targeting a \$850 per credit hour price. As stated above, \$255,000 before fees could be expected during the first year of the program. During the second year, \$497,250 in estimated gross revenue will be realized. The program cost for last two years for non-3+2 students would be \$46,750. However students enrolled in the 3+2 will see significant savings from this cost due to their 4th year enrollment falling under block tuition.

The Office of Graduate Programs has provided a pro-forma to determine how block tuition in the 3+2 program will be reflected financially. However, it should be noted that 3+2 students do not generate additional graduate revenue until their undergraduate degree is awarded.

B. Funding currently promised by ACU

The MATP has been funded appropriately, thereby funding the KATP 3+2.

C. Additional funding required (supply details for personnel, moving, etc.)

These costs are associated with the approved MAT degree plan. These are not additional costs to the 3+2 plan.

Costs:

CAATE eAccreditation registration fee \$1,500

CAATE Self-study/site visit fee \$5,000

CAATE eAccreditation annual fee \$4,500

ATrack annual fee \$250

2017-2018 Academic Costs – year 0

Program Director- \$70,000

10 Adjunct hours- \$8,050

Continuing Education allotment- \$2,000

2018-2019 Academic Costs – year 1

Program Director- \$70,000

Clinical Education Coordinator- \$65,000

6 Adjunct hours- \$4,700

Continuing Education allotment- \$4,000

Moving expenses for Clinical Education Coordinator- \$4,000

2020-2021 Academic Costs

Program Director- \$70,000
Clinical Education Coordinator- \$65,000
Assistant Professor- \$65,000
3 Adjunct hours- \$2,350
Continuing Education allotment- \$6,000
Moving expenses for additional faculty- \$4,000

D. Analysis of impact on existing programs in the department

The seven classes in the Athletic Training track (KNAT) currently taught at the undergrad level are all taught by adjunct faculty. As the Texas only licensure program is phased out, these classes will no longer be needed.

E. Justification for required changes within the department

Currently, ACU offers an undergraduate degree of Kinesiology with a track in Athletic Training (KNAT). Graduates of this track are eligible to sit for the State of Texas Athletic Training Licensure Exam. Those graduates can only practice athletic training within the state of Texas. If graduates move outside the state of Texas, they cannot practice as an athletic trainer because the current program at ACU is not CAATE accredited. Seeking and obtaining accreditation through CAATE would make ACU graduates eligible to sit for the National Athletic Trainers Association Board of Certification (BOC) exam which grants nation-wide athletic training certification. Although CAATE accreditation can be sought at the undergraduate level, the new CAATE mandate requires all entry level professional programs to be switched to a master's level by 2022. Therefore, it is necessary to switch the current undergraduate athletic training track to a Bachelor of Kinesiology (KATP) and Master of Athletic Training (3+2).

F. Cost associated with governance of program including release time

One of the full-time faculty members will be the Program Director of the Master of Athletic Training Program and will function to coordinate the program, to interview applicants, and to advise and mentor students. In June, 2018 a Clinical Education Coordinator will be hired. This individual will be available to mentor and advise students as well.

G. Cost associated with development of courses

None

IV. Faculty and Staff Analysis

A. Faculty (FTE) required for program delivery

Kinesiology FTE are already in place. As cohorts grow in the future, additional Kinesiology FTE may be needed. MAT FTE are already slated for hiring in June 2018 and June 2019.

MAT Full-time faculty will include:

Program Director
Clinical Education Coordinator
Additional doctoral prepared Athletic Trainer

Other personnel could include adjuncts currently used in the undergraduate program at ACU. Current Athletic Trainers all have a master's degree and therefore could teach the field experience classes and serve as preceptors for the MAT program.

B. Evidence of qualifications for current faculty who will teach in program

The Program Director is a Certified Athletic Trainer with a terminal degree and experience in several settings as an Athletic Trainer. Current Athletic Trainers employed at ACU have completed graduate degrees in Athletic Training or related fields and are qualified to teach Athletic Training field experience courses and act as preceptors.

C. Additional faculty required, description of education and experience required

Dr. Melissa Long serves as the Program Director and holds terminal degree and adequate athletic training experience to satisfy SACSCOC requirements. Clinical Education Coordinator should be hired in June of 2018. That person should also have completed or near completion of a doctorate and adequate athletic training experience to satisfy SACSCOC requirements with salary starting at \$65,000.

D. Availability or scarcity of additional qualified faculty and cost of hiring;

A search for a MAT Clinical Education Coordinator should be opened when appropriate.

E. Impact on current loads or shifts in current faculty assignments

Current classes are taught by adjunct faculty. By hiring a Program Director (PD) and Clinical Education Coordinator (CEC), the majority of the KNAT program classes will be taught by the PD and CEC. Some adjunct faculty will still need to be used. As the KNAT program is closed, the PD and CEC will focus attention on the KATP and MAT.

F. Staff requirements and impact on current loads including student and grad assistant personnel

None

V. Curriculum Outline

A. Existing courses, rotation and frequency, and correlation to program outcomes

1. List current courses (title, course ID, credit hours, catalog description, rotation cycle)

BIOL 101 - Biology - Human Perspective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring, Summer

A conceptual investigation of biological principles from the human perspective - including historical, theoretical, ethical, and practical aspects. May be used to satisfy Science University Requirements. For non-biology majors.

BIOL 291 - Anatomy and Physiology I

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall

A systems approach to human anatomy and physiology emphasizing the musculoskeletal, nervous, and endocrine systems. Concurrent enrollment in BIOL 293 required. Prerequisite: ACT Natural Sciences, 20 or above/950 or above on SAT; or a grade of "C" or better in BIOL 101. For non-biology majors. May be used to satisfy University Requirements.

BIOL 293 - Anatomy and Physiology I Laboratory

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 1

Terms Offered: Fall

Laboratory study of topics covered in BIOL 291. Concurrent enrollment in BIOL 291 required. For non-biology majors. May be used to satisfy University Requirements. Course fee.

BIOL 292 - Anatomy and Physiology II

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Spring

A systems approach to human anatomy and physiology emphasizing the circulatory, respiratory, digestive, and genitourinary systems. Concurrent enrollment in BIOL 294 required. Prerequisite: BIOL 291 and BIOL 293. For non-biology majors. May be used to satisfy University Requirements.

BIOL 294 - Anatomy and Physiology II Laboratory

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 1

Terms Offered: Spring

Laboratory study of topics covered in BIOL 292. Concurrent enrollment in BIOL 292 required. For non-biology majors. May be used to satisfy University Requirements. Course fee.

CHEM 131 - General Chemistry Laboratory I

Lecture Hours: 1

Lab Hours: 3

Credit Hours: 1

Terms Offered: Fall

Standard laboratory equipment is used to collect and interpret data. Experiments include determination of molecular formula, solution concentration and chemical reactivity.

Prerequisite: CHEM 133 or concurrent enrollment. May be used to satisfy University Requirements. Course fee.

CHEM 133 - General Chemistry I

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall

Fundamental principles of chemistry including the structure of matter, stoichiometry, periodicity, bonding, and reactivity. Prerequisite: CHEM 131 or concurrent enrollment; and MATH 109 with minimum grade of "C", or MATH 124, or MATH 185, or mathematics placement testing into MATH 124 or MATH 185. May be used to satisfy University Requirements.

PHYS 110 - General Physics I

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Summer

Principles of mechanics, heat, and sound. An algebra-based physics course, designed primarily for liberal arts and pre-medical and pre-dental students. Concurrent enrollment in PHYS 111 is highly suggested. Prerequisite: MATH 109, MATH 124, or MATH 185. May be used to satisfy University Requirements.

PHYS 111 - General Physics I Laboratory

Lecture Hours: 0

Lab Hours: 2

Credit Hours: 1

Terms Offered: Fall, Summer

May be used to satisfy University Requirements. Course fee.

MATH 123 - Elementary Statistics

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring

Collection, presentation, analysis and interpretation of data, and probability. Analysis includes descriptive statistics, confidence intervals, hypothesis testing, correlation and regression. Prerequisite: Meet one of the following - MATHSAT score of 530; MATH ACT score of 20; or mathematics placement testing into MATW 123. Will satisfy University Requirements. Same as MATW 123.

PSYC 232 - Developmental Psychology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring

A survey of the biological, cognitive, moral, and psycho-social development of the individual from conception through death. May be used to satisfy University Requirements.

OR

EDUC 221 - Educational Psychology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring, Summer

An introduction to theories of development, learning, motivation, memory and intelligence. May be used to satisfy University Requirements. Prerequisite: Sophomore standing.

PSYC 342 - Applied Sports Psychology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall

Development of knowledge and skill in the application of psychology to the enhancement of sport and exercise performance and to the personal development of the athlete.

NUTR 224 - Nutrition for Exercise and Sport

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Spring

Provides comprehensive, accurate, and up-to-date information concerning basic fundamentals of how the active individual can achieve optimal nutrition by fueling before,

during, and after exercising. Examines how the athlete can use nutrition to achieve peak performance.

KINE 100 - Lifetime Wellness

Lecture Hours: 1

Lab Hours: 2

Credit Hours: 1

Terms Offered: Fall, Spring

Examines the components of health fitness. Evaluates one's current status and shows how to develop and maintain a healthful lifestyle. This is an activity class. Must be used to satisfy Kinesiology University Requirements. For majors only.

KINE 206 - Strength Training

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 1

Terms Offered: Fall

Theory and practice involving the development of muscular strength and muscular endurance. Fulfills KINE activity requirement. For majors only.

KINE 232 - Structural Kinesiology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring

Anatomical foundations and mechanics of human motion; basic principles of motor skills.

KINE 302 - Medical Terminology

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 2

Terms Offered: Fall, Spring

This course is designed to acquaint the student with the language of the medical field, including word roots, prefixes and suffixes. The terminology will be specific to each system of the body. The course is presented in an electronic format using on-line technology.

KINE 311 - Motor Behavior

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall

This course provides an overview of the major theories in Motor Learning, Motor Control, and Motor Development. Prerequisite: KINE 232; Pre-PT and Pre-OT majors only. A writing-intensive course.

KINE 330- Field Experience

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 1

Terms Offered: Fall, Spring, Summer

Forty-five clock hours of on-site observation and aide work in a municipal, corporate, or private setting. A contract and daily log are required. May be repeated for additional credit. For majors only.

KINE 372 - Exercise Physiology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall, Spring

An examination of the effects of physical activity upon the human body. Lab required.

Prerequisite: KINE 232. Concurrent enrollment in KINE 373 required except for coaching minors.

KINE 373 - Exercise Physiology Lab

Lecture Hours: 0

Lab Hours: 1

Credit Hours: 1

Terms Offered: Fall, Spring

Laboratory experience offering hands-on practice in fitness testing and evaluation using state-of-the-art technology. Prerequisite: KINE 232. Concurrent enrollment in KINE 372 required.

KINE 399 - Research Methods in Kinesiology and Nutrition

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Fall

A study of the research process in Kinesiology and Nutrition from inception to statistical analysis. The course includes how to read and interpret research reports and how to present a research proposal. Prerequisite: Junior standing.

KINE 420 - Exercise Science Internship

Lecture Hours: 0

Lab Hours: 40

Credit Hours: 3-6

Terms Offered: Fall, Spring, Summer

Supervised field experience where the student is involved in a public, commercial, or private agency work environment, experiencing a variety of settings for a minimum of eight weeks (320 hours). This course is available for variable credit. Please see your

advisor for more information. Prerequisite: Approval of advisor, KINE 372/KINE 373, completion of 90 hours and a GPA of 2.7 for KGEN and KNHP tracks, GPA of 2.5 for KSRM track, GPA of 3.0 for KATP track, and GPA of 3.2 for KNPT and KNOT tracks. Special fee is required. A capstone course.

KINE 473 - Cardiovascular Physiology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Spring

A study of the physiology of the cardiovascular system, cardiovascular diseases, and methods of evaluating the various portions of the system.

Prerequisite: KINE 232 and KINE 372.

KINE 485 - Clinical Exercise Physiology

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Spring

This course is designed to advance the application of theoretical and practical guidelines of pre-exercise screening, exercise assessment, exercise interpretation, and exercise prescription. Prerequisite: At least Junior standing, KINE 372, KINE 373, KINE 473.

KINE 498 - Biomechanics

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Terms Offered: Spring

Practical application of analysis, diagnosis, and demonstration as used in a teaching situation. Prerequisite: KINE 232.

Once the above requirements are fulfilled, the student will apply to the Professional phase of the program. Once admittance is granted, the MAT courses will be required. The MAT courses are all under development, with the exception of NUTR 629.

Course Title: Nutrition and Integrative Medicine

Course Number: NUTR 629

Offered: Summer

Credit Hours: 3

Developer: Martha Smallwood

Teacher: Martha Smallwood

Course Description: This course considers whole food therapies, supplements targeted to specific concerns, and mind-body connections. Current research and evidence-based approaches draw students beyond simplistic solutions to identifying digestive, absorptive and hormonal imbalances. Prevention is stressed, contemplating

that long-standing dietary intake influences immune and inflammatory responses contributing to greater disease risk.

Competencies: The student will:

1. give examples of functional foods and explain their benefits and limitations.
2. document the evidence-based uses for specific categories of supplements and provide examples in each category.
3. utilize current research to advocate for or refute the benefits of a number of supplements currently publicized in the popular press.
4. provide evidence-based information regarding integrative nutrition therapies for infant-related, child-adolescent-related, and adult-related conditions that respond to nutritional approaches and supplements.
5. prepare and critique papers using peer-reviewed evidence to support an integrative approach to heart disease, cancer, gastrointestinal, hepatic, diabetes, excess weight, and mental health issues.
6. create a personal position statement on how they plan to use integrative nutrition therapy in their nutrition counseling approach.

2. Specify needed changes in frequency or rotation cycles of all courses in the program

The NUTR course require no changes.

B. Proposed new courses, frequency/rotation and correlation to program outcomes

1. For each proposed new course, provide: title, level, hundred level, credit hours, course description, competencies, outcomes, developer, and teacher for each, and justification of need for new course.

Course Title: Field Experience

Course Number: MATP 690

Offered: Summer, Fall, Spring

Credit Hours: 1

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Demonstrate testing procedure to obtain baseline data regarding level of general health. (CIP-1)
2. Use obtained data to design, implement, evaluate and modify a program specific to performance and health goals. (CIP-1)
3. Incorporate behavioral change theory to affect health related change. (CIP-1)
4. Refer to other medical and health professionals when appropriate. (CIP-1)
5. Select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk (CIP-2)
6. Develop, implement and monitor prevention strategies for at risk individuals and large groups to allow safe physical activity in a variety of conditions. (CIP-3)

7. Clinically evaluate and manage a patient with an emergency injury or condition and activate emergency action plan, assessment of vital signs, level of consciousness, secondary assessment, diagnosis and provision of appropriate emergency care. (CIP-6)
8. Completion of appropriate clinical education hours under the direct supervision of an assigned and MAT program approved preceptor.
9. Attendance of mandatory clinical education meetings.

This course is to be developed.

Course Title: Basic Athletic Training

Course Number: MATP 611

Offered: Summer

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Course Description: Athletic Training Student will be provided with the knowledge necessary to help sustain life, reduce pain, and minimize the consequences of sudden injury or illnesses.

Competencies: Upon successful completion of this course students will be able to:

1. Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss. (PHP-10).
2. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to cardiac arrhythmia or arrest; asthma; traumatic brain injury; exertional heat stroke; hyponatremia; exertional sickling and anaphylactic shock. (PHP-17a-g)
3. Describe the normal structures and interrelated functions of the body systems. (CE-1)
4. Describe the normal anatomical systemic and physiological changes associated with the lifespan. (CE-2).
5. Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult and aging populations. (CE-3).
6. Describe the principles and concepts of body movement including normal osteokinematics and arthrokinematics. (CE-4).
7. Describe the influence of pathomechanics on function. (CE-5).
8. Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions. (CE-16)
9. Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions. (CE-17).
10. Incorporate the concept of differential diagnosis into the examination process. (CE-18).
11. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status. (CE-19).

This course is to be developed.

Course Title: Care and Prevention of Injury

Course Number: MATP 613

Offered: Summer

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status and environmental assessment and understand the principles of the body's thermoregulatory mechanisms as they relate to heat gain and loss as well as summarize current practice guidelines related to physical activity during extreme weather conditions. (PHP-10, PHP-11, PHP-12) [SEP]
2. Obtain and interpret environmental data to make clinical decisions regarding the scheduling, type, and duration of physical activity. (PHP-13) [SEP]
3. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to cervical spine injury and lightning strike. (PHP-17h-i) [SEP]
4. Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions. (CE-16). [SEP]
5. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses and diseases including but not limited to: circulatory assessments, abdominal assessments, and other clinical assessments (CE 20h-j) [SEP]
6. Explain the legal moral and ethical parameters that define the athletic trainer's scope of acute and emergency care, and differentiate the roles and responsibilities of the athletic trainer from other health care providers, as well as the hospital trauma level system and its role in the transportation decision making process. (AC-1, AC-2, AC-3). [SEP]
7. Differentiate between normal and abnormal physical findings and the associated pathology. (AC-7). [SEP]
8. Explain the indications, guidelines, proper techniques and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part. (AC-8). [SEP]
9. Identify cases when rescue breathing, CPR, and/or AED use is indicated as well as the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations. (AC-12, AC-16). [SEP]
10. Explain the proper procedures for managing external hemorrhage using aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure and dressing of wounds. (AC-19, AC-21). [SEP]
11. Differentiate the methods for assessing core body temperature and explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia

and head injury as well as rapid full body cooling and emergency management of heat illness. (AC-27, AC-28, AC-30). [SEP]

12. Determine when use of a metered-dose inhaler is warranted based on a patient's condition. (AC-32). [SEP]

13. Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation. (AC-34).

14. Identify the signs, symptoms, interventions and when appropriate the return to participation criteria for: sudden cardiac arrest; traumatic brain injury; spine trauma; heat illness; exertional sickling; rhabdomyolysis; internal hemorrhage; diabetic emergency; asthma attacks; systemic/local allergic reaction; seizures; shock; hypothermia/frostbite; drug overdose. (AC-36a-o). [SEP]

15. Identify and determine the criteria used in the decision making process to transport the injured patient for further medical examination. (AC-40, AC-41). [SEP]

16. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43). [SEP]

17. Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event. (PS-17). [SEP]

18. Create a risk management plan and associated policies including venue-specific emergency action plans for the care of acutely injured or ill individuals as well as plans of care for common potential emergent conditions. (HA-20, HA-21, HA- 22). [SEP]

19. Explain typical administrative policies and procedures that govern first aid and emergency care. (HA-29). [SEP]

This course is to be developed.

Course Title: Care and Prevention of Injury Lab

Course Number: MATP 614

Offered: Summer

Credit Hours: 1

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with OSHA and other federal regulations. (PHP-7).
2. Summarize current practice guidelines related to physical activity during extreme weather conditions. (PHP-12).
3. Obtain and interpret environmental data to make clinical decisions regarding the scheduling, type, and duration of physical activity. (PHP-13)
4. Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions. (CE-16).

5. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses and diseases including but not limited to: circulatory assessments, abdominal assessments, and other clinical assessments (CE 20h-j)
6. Demonstrate the ability to assess the patient's ability to respond using primary and secondary surveys, and when appropriate obtain and monitor signs of basic body functions and differentiate between normal and abnormal physical findings/ vital signs. (AC-4, AC-5, AC-6, AC-7).
7. Differentiate the types of airway adjuncts and their use in establishing and maintaining an airway as well as when suction is required for airway maintenance. (AC-9, AC-10, AC-11).
8. Perform one and two person CPR on an adult, child and infant and utilize an AED, bag valve and pocket mask, and supplemental oxygen with adjuncts and assess oxygen saturation using a pulse oximeter according to current accepted practice protocols. (AC-13, AC-14, AC-15, AC-17, AC-18).
9. Select and use the appropriate procedure for
10. Use cervical stabilization devices (managing external hemorrhage and wound care. (AC-20, AC-22).e.g. spine board) and techniques (e.g. log roll) necessary for proper positioning and immobilization of a patient with a suspected spinal cord injury. (AC-23, AC-24, AC-25, AC-26).
11. Assess core body temperature using a rectal probe. (AC-29).
12. Demonstrate the ability to assist, instruct a patient, and/or utilize a nebulizer, metered-dose inhaler, and/or auto injectable epinephrine. (AC-31, AC-33, AC-35).
13. Identify the signs, symptoms, interventions and when appropriate the return to participation criteria for: sudden cardiac arrest; traumatic brain injury; spine trauma; heat illness; exertional sickling; rhabdomyolysis; internal hemorrhage; diabetic emergency; asthma attacks; systemic/local allergic reaction; seizures; shock; hypothermia/frostbite; drug overdose. (AC-36a-o).
14. Select, implement and apply the appropriate splinting material to stabilize and protect an injured body area. (AC-37, AC-38, AC-39).
15. Identify and determine the criteria used in the decision making process to transport the injured patient for further medical examination, and use appropriate transportation methods. (AC-40, AC-41, AC-42).
16. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43).
17. Demonstrate testing procedure to obtain baseline data regarding level of general health. (CIP-1)
18. Use obtained data to design, implement, evaluate and modify a program specific to performance and health goals. (CIP-1)
19. Incorporate behavioral change theory to affect health related change. (CIP-1)
20. Refer to other medical and health professionals when appropriate. (CIP-1)
21. Develop, implement and monitor prevention strategies for at risk individuals and large groups to allow safe physical activity in a variety of conditions. (CIP-3)
22. Clinically evaluate and manage a patient with an emergency injury or condition and activate emergency action plan, assessment of vital signs, level of consciousness, secondary assessment, diagnosis and provision of appropriate emergency care. (CIP-6)

This course is to be developed.

Course Title: Research Methods

Course Number: MATP 621

Offered: Fall 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Define evidence based practice as it relates to athletic training clinical practice. (EBP-1).
2. Explain the role of evidence in the clinical decision making process. (EBP-2).
3. Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence as well as research and literature resources (e.g. injury surveillance) that can be used for conducting clinically relevant searches. (EBP-3, EBP-6, PHP-1).
4. Describe a systematic approach (e.g. five step approach, PICO) to create and answer a clinical question through review and application of existing research and conduct a literature search using a clinical question relevant to athletic training and resources appropriate for a specific clinical question. (EBP-4, EBP-5, EBP-7).
5. Describe the differences between narrative reviews, systematic reviews and meta-analyses, and use standard criteria or develop scales to critically appraise the structure, rigor and overall quality of research studies. (EBP-8, EBP-9).
6. Determine the effectiveness and efficacy of an athletic training intervention and prevention strategies utilizing evidence based practice concepts. (EBP-10, PHP- 2).
7. Explain the theoretical foundation of clinical outcomes assessment and types of outcome measures for clinical practice and describe common methods of outcome assessment as well as types of evidence that are gathered. (EBP-11, EBP-12)
8. Understand the methods of assessing patient's status and progress as well as the interpretations of clinical outcomes to assess patient status, progress and change using psychometrically sound outcome instruments and/or epidemiological data. (EBP-13, EBP-14, PHP-4, PHP-6).
9. Explain diagnostic accuracy concepts (e.g. reliability, sensitivity, prediction values) as well as explain the creation of clinical prediction rules in the selection, interpretation, diagnosis and prognosis of various clinical conditions and diagnostic procedures. (CE-10, CE-11)

This course is to be developed.

Course Title: Therapeutic Modalities

Course Number: MATP 622

Offered: Fall 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and the progression of the therapeutic intervention. (TI-1)
2. Compare and contrast contemporary theories of pain perception and pain modulation as well as differentiate between palliative and primary pain control interventions. (TI-2, TI-3)
3. Compare and contrast the variations in the physiological response to injury and healing across the lifespan as well as the theory and principles relating to expected physiological responses of a therapeutic intervention program. (TI-5, TI-8).
4. Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic intervention. (TI-9)
5. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. (TI-10)
6. Design therapeutic interventions to meet specified treatment goals including but not limited to: assessing patient to identify indications, contraindications, and precautions applicable to intended intervention; position and prepare the patient for various therapeutic interventions; describe the expected effects and potential adverse reactions to the patient; apply the intervention, using parameters appropriate to the intended outcome; reassess the patient to determine the immediate impact of the intervention. (TI 11a-f)
7. Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. (TI-12)
8. Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies. (TI-13)
9. Describe and perform the use of joint mobilization in pain reduction and restoration of joint mobility as indicated by examination findings. (TI-14, TI-15)
10. Inspect therapeutic equipment and the treatment environment for potential safety hazards and identify manufacturer, institutional, state, and/or federal standards that influence the approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (TI-19, TI-20)
11. Describe the psychosocial factors that affect persistent pain sensation and perception and identify multidisciplinary approaches for assisting patients with persistent pain. (PS-9).
12. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)
13. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)
14. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)
15. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)

This course is to be developed.

Course Title: Lower Extremity Assessment of Injury

Course Number: MATP 623

Offered: Fall 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process. (CE-6)
2. Apply clinical prediction rules (e.g. Ottawa Ankle Rules) during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (CE-12, CE-15)
3. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/disease and orthopedic injuries/ conditions. (CE-17, CE-18, CE-19)
4. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)
5. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)
6. Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern. (TI-17)
7. Determine when the findings of an examination warrant a referral. (CE-22)
8. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43)
9. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)

This course is to be developed.

Course Title: Lower Extremity Assessment of Injury Lab

Course Number: MATP 624

Offered: Fall 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process. (CE-6)
2. Apply clinical prediction rules (e.g. Ottawa Ankle Rules) during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (CE-12, CE-15)
3. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status using clinical reasoning skills to

formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions. (CE-17, CE-18, CE-19)

4. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)

5. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)

6. Determine when the findings of an examination warrant a referral. (CE-22)

7. Select, implement and apply the appropriate splinting material to stabilize and protect an injured body area. (AC-37, AC-38, AC-39).

8. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43).

9. Fabricate and apply taping, wrapping, supportive and protective devices to facilitate return to function. (TI-16).

10. Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern. (TI-17)

11. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)

12. Select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk (CIP-2)

13. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)

14. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)

15. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)

16. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4).

This course is to be developed.

Course Title: Organization and Administration

Course Number: MATP 631

Offered: Spring 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Explain strategies for communicating with relevant personnel (e.g. coaches, administrators, parents, athletes, etc.) regarding potentially dangerous conditions related to the environment, field or playing surfaces. (PHP-18)
2. Summarize the basic principles associated with the design, construction, fit, maintenance and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use. (PHP-20)
3. Describe current setting specific and activity specific rules and guidelines for managing injury and illness. (CE-23)
4. Explain the legal moral and ethical parameters that define the athletic trainer's scope of acute and emergency care, and differentiate the roles and responsibilities of the athletic trainer from other health care providers, as well as the hospital trauma level system and its role in the transportation decision making process. (AC-1, AC-2, AC-3).
5. Inspect therapeutic equipment and the treatment environment for potential safety hazards and identify manufacturer, institutional, state, and/or federal standards that influence the approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (TI-19, TI-20)
6. Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to affect behavioral change and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved with the healthcare of that patient. (PS-4, PS-5)
7. Explain the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (PS-10)
8. Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy. (PS-18)
9. Describe the role of the athletic trainer and the basic legal principles, as well as the delivery of athletic training services to include medical referral to various healthcare providers and assess the value of the services provided by the athletic trainer within the context of the broader healthcare system. (HA-1, HA-7, HA-18, HA-30)
10. Describe the conceptual components of developing and implementing a basic business plan and budget (e.g. purchasing, requisition, bidding, operational/capital etc.), including the impact of organizational structure and the role of strategic planning as a means to assess and promote organizational improvement along with basic healthcare facility design. (HA-2, HA-3, HA-4, HA-5, HA-6, HA-8)
11. Identify the components that comprise a comprehensive medical record and use contemporary documentation, patient file management (e.g. chart documentation, risk management, outcomes, billing) and communication strategies, while adhering to statutes that regulate the privacy and security of medical records. (HA-9, HA-10, HA-11, HA-12, CIP-9)
12. Describe principles of recruiting, selecting, hiring and evaluating employees and contracted medical and health care personnel and define state and federal statutes that regulate employment practices. (HA-13, HA-14, HA-15)
13. Identify key regulatory agencies that impact healthcare facilities, including state

infection control regulations and guidelines, and describe their function in the regulation and overall delivery of healthcare and discuss how they apply to the practice of athletic training. (HA-16, HA-17)

14. Identify, create and explain typical administrative policies and procedures involved in venue-specific risk management plans to include security, fire, electrical and equipment safety, emergency preparedness (e.g. first aid, emergency care and disease control), hazardous chemicals as well as plans of care for common emergent conditions (e.g. asthma attack, diabetic emergency) (HA- 19, HA-20, HA-21, HA-22, HA-24, HA-29)

15. Identify and explain the recommended or required components of a pre- participation examination based on appropriate authorities, rules, guidelines, and/or recommendations. (HA-23)

16. Describe common health insurance models as well as the common benefits and exclusions and the criteria for selection of secondary excess accident and catastrophic, as well as the procedures for revenue generation and reimbursement to include appropriate diagnostic and procedural coding. (HA-25, HA-26, HA-27, HA-28)

17. Describe the role and function of the National Athletic Trainers' Association (NATA), the Board of Certification (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), and state regulatory boards, as well as their history and role in current Athletic Training practice. Identify mechanisms by which athletic trainers influence state and federal health care. (PD-1; PD-2; PD-3; PD-12)

18. Explain and understand the role and function of state athletic training practice acts as well as obtaining and maintaining necessary credentials and perform a self-assessment for the practice of athletic training. (PD-4; PD-6; PD-7)

19. Understand the essential documents of the national governing, credentialing and regulatory bodies in athletic training and identify strategies to educate other healthcare professionals about the roles, responsibilities academic preparation, and scope of practice of athletic trainers. (PD-5; PD-11)

20. Differentiate among the various other healthcare professionals with whom athletic trainers interact, as well as when specific medical referral to these individuals is warranted. (PD-8; PD-9)

21. Develop healthcare educational programming specific to the target audience. (PD-10).

This course is to be developed.

Course Title: Pharmacology

Course Number: MATP 632

Offered: Spring 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences. (PHP-49)

2. Differentiate between palliative and primary pain control mechanisms. (TI-3)
3. Explain the theory and principles relating to expected physiological responses during and following therapeutic interventions. (TI-8)
4. Design therapeutic interventions and describe the expected effects and potential adverse reactions to the patient. (TI-11)
5. Explain the federal, state, and local laws, regulations and procedures for the proper storage, disposal, transportation, dispensing, and documentation associated with commonly used prescription and nonprescription medications. (TI-21)
6. Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility. (TI-22)
7. Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications. (TI-23)
8. Explain the major concepts of pharmacokinetics (e.g. bioavailability, half-life, bioequivalence) as well as principles of receptor theory, dose response relationship, and placebo effect as they relate to the mechanism of drug action and therapeutic effectiveness and the influence that exercise might have on these processes. (TI-24, TI-25, TI-26)
9. Describe the common routes for drug administration and properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered via parenteral routes as described by the physician. (TI-27, TI-28)
10. Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions. (TI-29)
11. Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment for general medical and orthopedic diseases and conditions. (TI-30)
12. Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug interactions and sub-optimal therapy. (TI-31)
13. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)
14. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)
15. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)
16. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)
17. Perform a comprehensive general medical clinical examination in order to formulate a differential diagnosis and/or diagnosis and implement the appropriate treatment strategy to include medications. (CIP-5)
18. Determine whether referral is needed and identify potential restrictions in activities and participation. (CIP-5)

19. Formulate and communicate an appropriate return to activity protocol. (CIP-5)

This course is to be developed.

Course Title: Upper Extremity Assessment of Injury

Course Number: MATP 633

Offered: Spring 1

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process. (CE-6)
2. Apply clinical prediction rules during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (CE-12, CE-15)
3. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions. (CE-17, CE-18, CE-19)
4. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)
5. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)
6. Determine when the findings of an examination warrant a referral. (CE-22)
7. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43)
8. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)

This course is to be developed.

Course Title: Upper Extremity Assessment of Injury Lab

Course Number: MATP 634

Offered: Spring 1

Credit Hours: 1

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process. (CE-6)

2. Apply clinical prediction rules (e.g. Ottawa Ankle Rules) during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (CE-12, CE-15)
3. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions. (CE-17, CE-18, CE-19)
4. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)
5. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)
6. Determine when the findings of an examination warrant a referral. (CE-22)
7. Select, implement and apply the appropriate splinting material to stabilize and protect an injured body area. (AC-37, AC-38, AC-39).
8. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43).
9. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)
10. Fabricate and apply taping, wrapping, supportive and protective devices to facilitate return to function. (TI-16).
11. Select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk (CIP-2)
12. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)
13. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)
14. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)
15. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)

This course is to be developed.

Course Title: Field Experience

Course Number: MATP 691

Offered: Summer, Fall, Spring

Credit Hours: 1

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) for upper and/or lower extremity, spine, general medical and/or emergent conditions to prevent and/or minimize injury risk (CIP-2)
2. Develop, implement and monitor prevention strategies targeting upper and/or lower extremity, spine, general medical and/or emergent conditions for at risk individuals and large groups to allow safe physical activity in a variety of conditions. (CIP-3)
3. Perform a comprehensive clinical examination of a patient with an upper and/or lower extremity, spine, general medical and/or emergent condition. (CIP-4)
4. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of upper and/or lower extremity, spine, general medical and/or emergent conditions. (CIP-4)
5. Create and implement a therapeutic intervention to target treatment goals for upper and/or lower extremity, spine, general medical and/or emergent conditions. (CIP-4)
6. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for upper and/or lower extremity, spine, general medical and/or emergent conditions. (CIP-4)
7. Perform a comprehensive general medical clinical examination in order to formulate a differential diagnosis and/or diagnosis and implement the appropriate treatment strategy to include medications. (CIP-5)
8. Determine whether referral is needed and identify potential restrictions in activities and participation. (CIP-5)
9. Formulate and communicate an appropriate return to activity protocol. (CIP-5)
10. Completion of appropriate clinical education hours under the direct supervision of an assigned and MAT program approved preceptor.
11. Attendance of mandatory clinical education meetings.

This course is to be developed.

Course Title: Head, Neck, and Spine Assessment of Injury

Course Number: MATP 643

Offered: Summer 2

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity resulting from cervical spine injury. (PHP-17h)
2. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process. (CE-6)

3. Apply clinical prediction rules (e.g. Ottawa Ankle Rules) during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (CE-12, CE-15)
4. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions. (CE-17, CE-18, CE-19)
5. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)
6. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)
7. Determine when the findings of an examination warrant a referral. (CE-22)
8. Explain the importance of monitoring a patient following a head injury including the role of obtaining a physician clearance before further participation. (AC-34)
9. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43)
10. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)
11. Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention. (TI-18).

This course is to be developed.

Course Title: Head, Neck, and Spine Assessment of Injury Lab

Course Number: MATP 644

Offered: Summer 2

Credit Hours: 1

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process. (CE-6)
2. Apply clinical prediction rules (e.g. Ottawa Ankle Rules) during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (CE-12, CE-15)
3. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions. (CE-17, CE-18, CE-19)
4. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking;

inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)

5. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)

6. Determine when the findings of an examination warrant a referral. (CE-22)

7. Select, implement and apply the appropriate splinting material to stabilize and protect an injured body area. (AC-37, AC-38, AC-39).

8. Instruct the patient in home care and self-treatment plans for acute conditions. (AC-43).

9. Fabricate and apply taping, wrapping, supportive and protective devices to facilitate return to function. (TI-16).

10. Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention. (TI-18)

11. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)

12. Select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk (CIP-2)

13. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)

14. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)

15. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)

16. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)

This course is to be developed.

Course Title: Strength Training

Course Number: MATP 651

Offered: Fall 2

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease. (PHP-25)

2. Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility and endurance. (PHP-26)
3. Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards and contraindications. (PHP-27)
4. Administer and interpret fitness tests to assess a client/patient physical status and readiness for physical activity. (PHP-28)
5. Explain the basic concepts and practice of fitness and wellness screening. (PHP- 29)
6. Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening. (PHP-30)
7. Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques. (PHP-31)
8. Describe the principles and methods of body composition assessment to assess a client/patient health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status. (PHP-43)
9. Assess body composition by validated techniques. (PHP-44)
10. Describe contemporary weight management methods and the strategies needed to support activities of daily life and physical activity. (PHP-45)
11. Explain the known usage patterns, general effects, and short- and long term adverse effects for the commonly used dietary supplements, performance enhancing drugs and recreational drugs. (PHP-48)
12. Identify which therapeutic drugs, supplements, and performance enhancing substances are banned by sport and/or work place organizations in order to properly advise clients/patients about possible disqualification and other consequences. (PHP-49)

This course is to be developed.

Course Title: Medical Conditions Seminar

Course Number: MATP 652

Offered: Fall

Credit Hours: 2

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Identify modifiable/non-modifiable risk factors and mechanisms for injury/illness. (PHP-3)
2. Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases. (PHP-5)
3. Identify the necessary components and explain the role of the pre-participation physical exam in identifying conditions that predispose the athlete to injury or illness. (PHP-8, PHP-9)

4. Demonstrate the ability to use a glucometer to monitor blood glucose levels and a peak flow meter to monitor asthma symptoms in order to determine participation status and make referral decisions. (PHP-15, PHP-16)
5. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to cardiac arrhythmia or arrest; asthma; traumatic brain injury; exertional heat stroke; hyponatremia; exertional sickling and anaphylactic shock. (PHP-17a-g)
6. Describe the normal structures and interrelated functions of the body systems. (CE-1)
7. Describe the normal anatomical systemic and physiological changes associated with the lifespan. (CE-2).
8. Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult and aging populations. (CE-3).
9. Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition. (CE-13)
10. Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions. (CE-17).
11. Incorporate the concept of differential diagnosis into the examination process. (CE-18).
12. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status. (CE-19).
13. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses and diseases including but not limited to: respiratory assessment, circulatory assessments, abdominal assessments, and other clinical assessments (CE 20g-j)
14. Assess and interpret findings from a physical examination that is based on the patient's clinical presentation, to include: cardiovascular, pulmonary, gastrointestinal, genitourinary, and ocular function (use of ophthalmoscope); function of the ear, nose and throat (use of otoscope); dermatological assessment; and other assessments (e.g. temperature) (CE-21i-p)
15. Determine when findings warrant a referral. (CE-22) 2
16. Obtain and monitor signs of basic body functions and differentiate between normal and abnormal physical findings/ vital signs. (AC-6, AC-7)
17. Assess oxygen saturation using a pulse oximeter according to current accepted practice protocols to guide decision making. (AC-18)
18. Determine when use of a metered-dose inhaler is warranted and instruct the patient in the use, based on a patient's condition. (AC-32, AC-33).
19. Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation. (AC-34).
20. Demonstrate the ability to assist, instruct a patient in the use of an auto injectable epinephrine. (AC-35).
21. Identify the signs, symptoms, interventions and when appropriate the return to participation criteria for: sudden cardiac arrest; traumatic brain injury; spine trauma; heat illness; exertional sickling; rhabdomyolysis; internal hemorrhage; diabetic emergency;

asthma attacks; systemic/local allergic reaction; seizures; shock; hypothermia/frostbite; drug overdose. (AC-36a-o).

22. Identify and describe the basic signs and symptoms of mental health disorders, substance abuse, and personal/ social conflict and the role of various mental health care providers and the ability to identify and refer clients/patients to these health care providers (PS-11, PS-12, PS-13, PS-16)

23. Identify the components that comprise a comprehensive medical record and a pre-participation physical exam. (HA-9, HA-23)

24. Describe a plan to access appropriate medical assistance on disease control, notify medical authorities and prevent disease epidemics. (HA-24)

25. Develop, implement and monitor prevention strategies targeting upper and/or lower extremity and emergent conditions for at risk individuals and large groups to allow safe physical activity in a variety of conditions. (CIP-3)

26. Perform a comprehensive general medical clinical examination in order to formulate a differential diagnosis and/or diagnosis and implement the appropriate treatment strategy to include medications. (CIP-5)

27. Determine whether referral is needed and identify potential restrictions in activities and participation. (CIP-5)

28. Formulate and communicate an appropriate return to activity protocol. (CIP-5)

This course is to be developed.

Course Title: Therapeutic Exercise

Course Number: MATP 653

Offered: Fall 2

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Instruct clients/patients in the basic principles of ergonomics and their relationship to the prevention of illness and injury. (PHP-19)
2. Summarize the principles and concepts of, and both fit and apply standard protective equipment, taping and wrapping procedures/ techniques. (PHP-21, PHP-22, PHP-23)
3. Identify the patient's participation restrictions and activity limitations to determine the impact of the condition on the patient's life. (CE-7)
4. Identify functional and patient centered quality of life outcome measures and explain the role and importance of these measures in clinical practice and patient health- related quality of life. (CE-8, CE-9)
5. Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/ rehabilitation program and make modifications to the patient's program as needed. (CE-14)
6. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)

7. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)
8. Determine when the findings of an examination warrant a referral. (CE-22)
9. Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and the progression of the therapeutic intervention. (TI-1)
10. Compare and contrast contemporary theories of pain perception and pain modulation as well as differentiate between palliative and primary pain control interventions. (TI-2, TI-3)
11. Analyze the impact of immobilization, inactivity, and mobilization on the body systems and injury response. (TI-4)
12. Compare and contrast the variations in the physiological response to injury and healing across the lifespan as well as the theory and principles relating to expected physiological responses of a therapeutic intervention program. (TI-5, TI- 8).
13. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)
14. Identify patient-and clinician- oriented outcome measures commonly used to recommend activity level, make return to play decisions and maximize patient outcomes and progress in the treatment plan. (TI-7)
15. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. (TI-10)
16. Design therapeutic interventions to meet specified treatment goals including but not limited to: assessing patient to identify indications, contraindications, and precautions applicable to intended intervention; position and prepare the patient for various therapeutic interventions; describe the expected effects and potential adverse reactions to the patient; apply the intervention, using parameters appropriate to the intended outcome; reassess the patient to determine the immediate impact of the intervention. (TI 11a-f)
17. Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. (TI-12)
18. Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies. (TI-13)
19. Describe and perform the use of joint mobilization in pain reduction and restoration of joint mobility as indicated by examination findings. (TI-14, TI-15)
20. Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern. (TI-17)
21. Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention. (TI-18)
22. Inspect therapeutic equipment and the treatment environment for potential safety hazards and identify manufacturer, institutional, state, and/or federal standards that influence the approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (TI-19, TI-20)

23. Describe how psychosocial considerations affect clinical decision making related to return to activity or participation. (PS-3)
 24. Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to affect behavioral change and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved with the healthcare of that patient. (PS-4, PS-5)
 25. Describe the psychological techniques and interventions that can be used to motivate and facilitate a patient's physical, psychological and return to activity needs during injury rehabilitation. (PS-7, PS-8)
 26. Describe the psychosocial factors that affect persistent pain sensation and perception and identify multidisciplinary approaches for assisting patients with persistent pain. (PS-9).
 27. Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event. (PS-17).
 28. Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy. (PS-18)
 29. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)
 30. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)
 31. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)
 32. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)
- This course is to be developed.**

Course Title: Therapeutic Exercise Lab

Course Number: MATP 654

Offered: Fall 2

Credit Hours: 1

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Summarize the principles and concepts of, and both fit and apply standard protective equipment, taping and wrapping procedures/ techniques. (PHP-21, PHP-22, PHP-23)
2. Identify the patient's participation restrictions and activity limitations to determine the impact of the condition on the patient's life. (CE-7)
3. Identify functional and patient centered quality of life outcome measures and explain the role and importance of these measures in clinical practice and patient health- related quality of life. (CE-8, CE-9)

4. Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/ rehabilitation program and make modifications to the patient's program as needed. (CE-14)
5. Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments. (CE-20a-f)
6. Assess and interpret findings from a physical examination that is based on a patient's clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function. (CE-21a-h)
7. Determine when the findings of an examination warrant a referral. (CE-22)
8. Analyze the impact of immobilization, inactivity, and mobilization on the body systems and injury response. (TI-4)
9. Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program. (TI-6)
10. Identify patient-and clinician- oriented outcome measures commonly used to recommend activity level, make return to play decisions and maximize patient outcomes and progress in the treatment plan. (TI-7)
11. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. (TI-10)
12. Design therapeutic interventions to meet specified treatment goals including but not limited to: assessing patient to identify indications, contraindications, and precautions applicable to intended intervention; position and prepare the patient for various therapeutic interventions; describe the expected effects and potential adverse reactions to the patient; apply the intervention, using parameters appropriate to the intended outcome; reassess the patient to determine the immediate impact of the intervention. (TI 11a-f)
13. Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. (TI-12)
14. Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies. (TI-13)
15. Describe and perform the use of joint mobilization in pain reduction and restoration of joint mobility as indicated by examination findings. (TI-14, TI-15)
16. Fabricate and apply taping, wrapping, supportive and protective devices to facilitate return to function. (TI-16).
17. Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern. (TI-17)
18. Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention. (TI-18)
19. Inspect therapeutic equipment and the treatment environment for potential safety hazards and identify manufacturer, institutional, state, and/or federal standards that influence the approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (TI-19, TI-20)

20. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)
21. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)
22. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)
23. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)
24. Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play and overall outcomes. (CIP-7)

This course is to be developed.

Course Title: Seminar in Athletic Training

Course Number: MATP 661

Offered: Spring 2

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the role and function of the National Athletic Trainers' Association (NATA), the Board of Certification (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), and state regulatory boards, as well as their history and role in current Athletic Training practice. Identify mechanisms by which athletic trainers influence state and federal health care. (PD-1; PD-2; PD-3; PD-12)
2. Explain and understand the role and function of state athletic training practice acts as well as obtaining and maintaining necessary credentials and perform a self- assessment for the practice of athletic training. (PD-4; PD-6; PD-7)
3. Understand the essential documents of the national governing, credentialing and regulatory bodies in athletic training and identify strategies to educate other healthcare professionals about the roles, responsibilities academic preparation, and scope of practice of athletic trainers. (PD-5; PD-11)
4. Differentiate among the various other healthcare professionals with whom athletic trainers interact, as well as when specific medical referral to these individuals is warranted. (PD-8; PD-9)
5. Develop healthcare educational programming specific to the target audience. (PD- 10)
6. Demonstrate testing procedure to obtain baseline data regarding level of general health. (CIP-1)
7. Use obtained data to design, implement, evaluate and modify a program specific to performance and health goals. (CIP-1)
8. Incorporate behavioral change theory to affect health related change. (CIP-1)
9. Refer to other medical and health professionals when appropriate. (CIP-1)
10. Select, apply, evaluate and modify appropriate standard protective equipment

(e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk (CIP-2)

11. Develop, implement and monitor prevention strategies for at risk individuals and large groups to allow safe physical activity in a variety of conditions. (CIP-3)

12. Perform a comprehensive clinical examination of a patient with a lower extremity injury or emergent condition. (CIP-4)

13. Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions. (CIP-4)

14. Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions. (CIP-4)

15. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for lower extremity injuries or emergent conditions. (CIP-4)

16. Perform a comprehensive general medical clinical examination in order to formulate a differential diagnosis and/or diagnosis and implement the appropriate treatment strategy to include medications. (CIP-5)

17. Determine whether referral is needed and identify potential restrictions in activities and participation. (CIP-5)

18. Formulate and communicate an appropriate return to activity protocol. (CIP-5)

19. Clinically evaluate and manage a patient with an emergency injury or condition and activate emergency action plan, assessment of vital signs, level of consciousness, secondary assessment, and diagnosis and provision of appropriate emergency care. (CIP-6)

20. Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play and overall outcomes. (CIP-7)

21. Recognize and refer at risk individuals and individuals with psychosocial disorders and/or mental health emergencies. (CIP-8)

22. Develop an appropriate management plan that establishes a professional helping relationship with the patient. (CIP-8)

23. Ensure interactive support and education for the patient. (CIP-8)

24. Encourage the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (CIP-8)

25. Utilize documentation strategies to effectively communicate while using appropriate terminology and complying with statutes that regulate privacy of medical records. (CIP-9)

This course is to be developed.

Course Title: Psychology of Injury in Athletics

Course Number: MATP 662

Offered: Spring

Credit Hours: 3

Developer: Melissa Long

Teacher: Melissa Long

Competencies: The student will:

1. Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, as well as explain the theoretical background of psychological and emotional responses to injury and forced inactivity as they affect patient interactions. (PS-1, PS-2)
2. Describe how psychosocial considerations affect clinical decision making related to return to activity or participation. (PS-3)
3. Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient. (PS-6)
4. Describe the psychological techniques and interventions that can be used to motivate and facilitate a patient's physical, psychological and return to activity needs during injury rehabilitation. (PS-7, PS-8)
5. Describe the psychosocial factors that affect persistent pain sensation and perception and identify multidisciplinary approaches for assisting patients with persistent pain. (PS-9).
6. Explain the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (PS-10)
7. Identify and describe the basic signs and symptoms of mental health disorders, substance abuse, and personal/ social conflict and the role of various mental health care providers and the ability to identify and refer clients/patients to these health care providers (PS-11, PS-12, PS-13, PS-16)
8. Identify the symptoms and clinical signs of substance misuse/abuse and common eating disorders, the psychological and socio-cultural factors associated with each, the impact on an individual's health and physical performance, the need for proper referral to a healthcare professional. (PS-14, PS-15)
9. Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event. (PS-17).
10. Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders as well as appropriate management and referral consistent with current practice guidelines. (PHP-46, PHP-47)
11. Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play and overall outcomes. (CIP-7)
12. Recognize and refer at risk individuals and individuals with psychosocial disorders and/or mental health emergencies. (CIP-8)
13. Develop an appropriate management plan that establishes a professional helping relationship with the patient. (CIP-8)
14. Ensure interactive support and education for the patient. (CIP-8)
15. Encourage the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (CIP-8)

This course is to be developed.

If proposed new courses have already been developed, submit each course in the New Course Application form and attach the syllabus.

C. Chart showing correlation of outcomes and courses

1. Copy program outcomes for each course and list courses that prepare students to achieve that outcome

Program outcomes are listed below:

1. Offer services to those in need through schools, churches, hospital outreach, and other settings.	MATP 690- Field Experience 1 MATP 611- Basic Athletic Training MATP 613- Care and Prevention of Athletic Injuries MATP 621- Research Methods MATP 631- Organization and Administration MATP 691- Field Experience 2 MATP 661- Seminar in Athletic Training
2. Obtain employment in athletic training or related field	MATP 611- Basic Athletic Training MATP 613- Care and Prevention of Athletic Injuries MATP 614- Care and Prevention of Athletic Injuries Lab MATP 690- Field Experience 1 MATP 621- Research Methods MATP 622- Therapeutic Modalities MATP 623- Lower Extremity Assessment of Injury MATP 624- Lower Extremity Assessment of Injury Lab MATP 631- Organization and Administration MATP 632- Pharmacology MATP 633- Upper Extremity Assessment of Injury MATP 634- Upper Extremity Assessment of Injury Lab NUTR 629 Nutrition and Integrative Medicine MATP 643- Head, Neck, and Spine

	Assessment of Injury MATP 644- Head, Neck, and Spine Assessment of Injury Lab MATP 691- Field Experience 2 MATP 651- Strength Training MATP 652- Medical Conditions Seminar MATP 653- Therapeutic Exercise MATP 654- Therapeutic Exercise Lab MATP 661- Seminar in Athletic Training MATP 662 – Psychology of Injury in Athletics
3. Assume leadership roles in the workplace and/or professional organizations	MATP 690- Field Experience 1 MATP 621- Research Methods MATP 631- Organization and Administration MATP 691- Field Experience 2 MATP 661- Seminar in Athletic Training

1. Each course in the program should contribute to student achievement of one or more program outcomes

This is illustrated in the table above.

D. Degree plan – Develop the complete proposed degree plan

The official degree plan is:

MAT: ATHLETIC TRAINING DEGREE PLAN	
MAJOR REQUIREMENTS (55 hours)	
<u>Year One</u>	
Summer	
MATP 690 Field Experience 1 (repeated each semester)	1
MATP 611 Basic Athletic Training	3
MATP 613 Care and Prevention of Athletic Injuries	3
MATP 614 Care and Prevention of Athletic Injuries Lab	1
Fall	
MATP 621 Research Methods.....	3
MATP 622 Therapeutic Modalities	3
MATP 623 Lower Extremity Assessment of Injury	3
MATP 624 Lower Extremity Assessment of Injury Lab	1
Spring	
MATP 631 Organization and Administration	3
MATP 632 Pharmacology	3
MATP 633 Upper Extremity Assessment of Injury	3
MATP 634 Upper Extremity Assessment of Injury Lab	1
<u>Year Two</u>	
Summer	
MATP 691 Field Experience 2 (repeated each semester)	1

NUTR 629 Nutrition and Integrative Medicine	3
MATP 643 Head, Neck, and Spine Assessment of Injury	3
MATP 644 Head, Neck, and Spine Assessment of Injury Lab	1
Fall	
MATP 651 Strength Training	3
MATP 652 Medical Conditions Seminar	2
MATP 653 Therapeutic Exercise	3
MATP 654 Therapeutic Exercise Lab	1
Spring	
MATP 661 Seminar in Athletic Training.....	3
MATP 662 Psychology of Injury in Athletics	3

E. Proposed student schedule – Show a semester-by-semester schedule for completing the program in logical sequence according to frequency and rotation of course offerings.

The Master of Athletic Training Program course sequence is as follows:

	Summer	Fall	Spring
<u>Year 1</u>	MATP 611 (3)	MATP 621 (3)	MATP 631 (3)
	MATP 613 (3)	MATP 622 (3)	MATP 632 (3)
	MATP 614 (1)	MATP 623 (3)	MATP 633 (3)
	MATP 690 (1)	MATP 624 (1)	MATP 634 (1)
		MATP 690 (1)	MATP 690 (1)
<u>Year 2</u>	NUTR 629 (3)	MATP 651 (3)	MATP 661 (3)
	MATP 643(3)	MATP 652 (2)	MATP 662 (3)
	MATP 644 (1)	MATP 653 (3)	MATP 691 (1)
	MATP 691 (1)	MATP 654 (1)	
		MATP 691 (1)	

The 3+2 combination Bachelor of Science in Kinesiology (KATP) and Master of Athletic Training course sequence is as follows:

FR Fall 17 hrs	†BIBL 101 Jesus: His Life and Teachings 3 hrs	†ENGL 111 Composition and Rhetoric 3 hrs	PSYC 120 Intro to Psychology [Social Science] 3 hrs	†CORE 110 Cornerstone 3 hrs	@ BIOL 291/293 Anatomy & Physiology I 4 hrs	KINE 100 Majors Only 1 hr	Required if condition of Admission: UNIV 011 Learning Strategies
FR Spring 16 hrs	BIBL 102 Early Christians: Life, Literature and Community 3 hrs	@ ENGL 112 Composition and Literature 3 hrs	MATH 123 Elementary Statistics 3 hrs	BIOL 101 Biology 3 hrs	@ BIOL 292/294 Anatomy & Physiology II 4 hrs		
FR Summer 4 hours	@ CHEM 131/133 General Chemistry I w/Lab 4 hrs						

SO Fall 16 hrs	@ BIBL 211 Message of the Old Testament 3 hrs	@ Sophomore ENGL (200-299) 3 hrs	@ Historical Literacy 3 hrs	Cultural Awareness 3 hrs	KINE 232 Structural Kinesiology 3 hrs	PEAC 211, 214, 215, 216 1 hr	May be required based on ACT or SAT scores: MATH: MATW 019 MATW 120 MATW 130 ENGLISH: ENGL 003/004 ENGL 106/006 ENGL 107/007
SO Spring 16 hrs	@ Adv. Bible Selection 3 hrs	@ COMM 211 Intermediate Speech and Rhetoric 3 hrs	Free Elective 3 hrs	@ KINE 372/373 Exercise Physiology 4 hrs	NUTR 224 Nutrition for Ex. & Sport 3 hrs		
Summer 6 hrs	@ Adv. Bible Selection 3 hrs	EDUC 221 Or PSYC 232 Psy 3 hrs					
JR Fall 16 hrs	KINE 399 Res. Methods 3 hrs	**KINE 311 Motor Behavior 3 hrs	KINE 473 Clinical Exercise Physiology I 3 hrs	PSYC 342 Applied Sport Psychology 3 hrs	PHYS 110/111 General Physics I w/lab 4 hrs		
JR Spring 13 hrs	KINE 302 Medical Terminology 2 hrs	@ *KINE 420 Kinesiology Internship Capstone 3 hrs	KINE 485 Clinical Exercise Physiology II 3 hrs	KINE 498 Biomechanics 3 hrs	KINE 206 Strength Training 1 hr	KINE 330 Field Exp. 1 hr	
Summer 8 hrs	MATP 611 Basic Athletic Training 3 hrs	MATP 613 Care and Prevention of Athletic Injuries 3 hrs	MATP 614 Care and Prevention of Athletic Injuries Lab 1 hr	MATP 690 Field Experience 1 hr			Total Hours= 104
SR Fall 11 hrs	MATP 621 Research Methods 3 hrs	MATP 622 Therapeutic Modalities 3 hrs	MATP 623 Lower Extremity Assessment of Injury 3 hrs	MATP 624 Lower Extremity Assessment of Injury Lab 1 hr	MATP 690 Field Experience 1 hr		
SR Spring 11 hrs	MATP 631 Organization and Administration 3 hrs	MATP 632 Pharmacology 3 hrs	MATP 633 Upper Extremity Assessment of Injury 3 hrs	MATP 634 Upper Extremity Assessment of Injury Lab 1 hr	MATP 690 Field Experience 1 hr		
Summer Graduate 8 hrs	NUTR 629 Nutrition and Integrative Medicine 3 hrs	MATP 643 Head, Neck, and Spine Assessment of Injury 3 hrs	MATP 644 Head, Neck, and Spine Assessment of Injury Lab 1 hr	MATP 691 Field Experience 1 hr			
Fall Graduate 10 hrs	MATP 651 Strength Training 3 hrs	MATP 652 Medical Conditions Seminar 2 hrs	MATP 653 Therapeutic Exercise 3 hrs	MATP 654 Therapeutic Exercise Lab 1 hr	MATP 691 Field Experience 1 hr		
Spring Graduate 7 hrs	MATP 661 Seminar in Athletic Training 3 hrs	MATP 662 Psychology of Injury in Athletics 3 hrs	MATP 691 Field Experience 1 hr				
							Total Hours = 159

Should a student choose not to enter the MAT, several KINE degree plans can be completed within 4 years. Please see appendix B for the needed courses.

Should a student choose not to complete the 5th year of the MAT program, a BS in Kinesiology on the KATP track will be awarded with two class substitutions. The student will notify the Program Director prior to the spring semester of their 4th year at ACU. A revised course sequence can be found in Appendix C. This course sequence meets all degree requirements for the B.S in Kinesiology of the KATP track.

VI. Institutional Supports Required from ACU

A. Impact on existing programs in home department and other departments

1. Possibility of reducing or hindering other programs

No other graduate programs will need to be reduced. The current undergraduate Athletic Training track in Kinesiology (KNAT) will be transitioned to the KATP 3+2 program.

2. Complementary arrangements, cooperative agreements, shared courses, etc.

None

B. Administration and leadership for the program

Qualifications of existing faculty or availability of potential administrators to provide leadership for program:

Two MAT program positions will need to be hired in the Department of Kinesiology & Nutrition, in addition to the Program Director that is already in place. The Clinical Education Coordinator will need to be hired no later than June 2018. Additional faculty will need to be hired prior to the start of the 2019-2020 school year.

Plans for academic advising:

The Program Director and the Clinical Education Coordinator will advise and mentor all KATP 3+2 students in addition to MAT only students.

C. Library requirements – document existing library resources, additional library resources needed to support the program adequately and cost of maintain library resources

For the graduate portion of the 3+2, \$50/student/course has been allocated for the library. See Library MOU in Appendix G.

D. Equipment, classroom/lab space, office space requirements

Current Kinesiology Athletic Training classrooms have adequate space. Some of that space has evaluation tables and basic necessary equipment in them currently for athletic training courses. Some clinical modalities items will need to be purchased. Use of the current

Human Performance lab will be beneficial. Office space is available in the Department of Kinesiology & Nutrition.

E. Student Financial Services

As with other academic programs, students will contact Student Financial Services concerning loans and scholarships.

F. Office of Institutional Effectiveness for SACS notification purposes

A SACSCOC application has been made for the MAT program. Approval is expected in January 2018. Upon approval of the 3+2 program by university councils, a notification will be made to the Office of Institutional Effectiveness.

VII. Assessment Plans

A. Outcomes assessment measures for each program outcome

B. Program assessment measures (tracking rates and satisfaction on graduation, employment, grad school entrance, etc.)

Program Outcomes:

1. The program will prepare graduates to integrate faith and learning while offering athletic training services to those in need through schools, churches, hospital outreach, and other settings.
2. The program will prepare graduates to obtain placement in athletic training or related field.
3. The program will prepare graduates to assume leadership roles in the workplace and/or professional organizations.

Assessment measures of these program outcomes will consist of surveys to graduates and employers.

Each existing course has competencies that will be assessed through various assignments in each course. New courses will also have competencies that will be assessed through assignments particular to each course.

VIII. Timeline for program development and implementation

A. New course development – who, when, release or overload? Estimated completion

- All new courses fall under the MAT.

B. Revision to existing courses – who, when, release or overload? Estimated completion

N/A

C. List additional development steps – who, when, cost, completion dates

N/A

D. Program implementation schedule – when each course will first be offered

The following are new courses in the MAT program

- MATP 611- Basic Athletic Training- Summer 2018
- MATP 613- Care and Prevention of Athletic Injuries- Summer 2018
- MATP 614- Care and Prevention of Athletic Injuries Lab- Summer 2018
- MATP 690- Field Experience 1- Summer 2018
- MATP 621- Research Methods- Fall 2018
- MATP 622- Therapeutic Modalities-- Fall 2018
- MATP 623- Lower Extremity Assessment of Injury- Fall 2018
- MATP 624- Lower Extremity Assessment of Injury Lab- Fall 2018
- MATP 631- Organization and Administration- Spring 2019
- MATP 632- Pharmacology- Spring 2019
- MATP 633- Upper Extremity Assessment of Injury- Spring 2019
- MATP 634- Upper Extremity Assessment of Injury Lab- Spring 2019
- MATP 643- Head, Neck, and Spine Assessment of Injury- Summer 2019
- MATP 644- Head, Neck, and Spine Assessment of Injury Lab- Summer 2019
- MATP 691- Field Experience 2- Summer 2019
- MATP 651- Strength Training- Fall 2019
- MATP 652- Medical Conditions Seminar- Fall 2019
- MATP 653- Therapeutic Exercise- Fall 2019
- MATP 654- Therapeutic Exercise Lab- Fall 2019
- MATP 661- Seminar in Athletic Training- Spring 2020
- MATP 662 – Psychology of Injury in Athletics- Spring 2020

Approximate timing for:

1. Academic councils

The next CEHS Academic Council meeting is October 24, 2017. The next UUAC is Wednesday, 10/4 at 3:30pm. The KATP 3+2 is an information only item for the Graduate Council. The next Graduate council meeting is on October 10, 2017.

3. Inclusion in catalog

Program will be included in the new 2018-2019 academic year catalog upon approval

by councils.

4. Advertising

Advertising will begin immediately upon council approval of the KATP 3+2 program.

5. Recruiting

Recruiting by the Admissions office will begin upon approval of the KATP 3+2 program.

6. Hiring

A Clinical Education Coordinator will be hired in June of 2018. Another faculty member will be needed by June of 2020.

7. Facility changes and purchasing of equipment, furnishings, library resources, etc.

Office space and furnishings will need to be provided and are available in the Department of Kinesiology & Nutrition. Library resources are adequate at this time.

IX. Supporting Documentation - Attach supporting documentation.

A. Other department chairs - Interdepartmental agreements

1. By each department providing a service or support course for the proposed program.

2. By each department affected by curriculum changes associated with implementing the new program (discontinued courses, changes in rotation or frequency of offerings)

Other departments will not be affected.

B. Library - Signed review describing availability of resources to support the proposed program.

C. Office of instructional development - Signed review of instructional design elements of the program.

D. Curriculum - Signed degree plan indicating impact on other programs and overlap of content.

E. Office of Institutional Effectiveness documents needed for SACS notification

X. Approvals Required - Display all signatures on the "approvals page" that follows the list below.

- A. Strategic Leadership Team – Signed review or report
- B. Department Chair
 - 1. Evaluative comments (200-300 words)
 - 2. Check: strongly support, forward with no recommendation, or do not support
- C. Department Chairs - interdepartmental agreements
Written agreement signed by each department
 - 1. Providing a service or support course for the proposed program
 - 2. Affected by curriculum changes brought about by implementing the new program (e.g., discontinued courses, changes in course rotation and frequency of offerings)
- D. Library - Signed review or report
- E. Instructional Development, Curriculum - Signed review or report
- F. College Dean
 - 1. Evaluative comments (200-300 words)
 - 2. Check: strongly support, forward with no recommendation, or do not support
- G. College Academic Council
 - 1. Action (approve, table, amend, or deny)
 - 2. Upon approval, forward with minutes detailing recommendations, suggestions, commendations, concerns
- H. University Undergraduate Academic Council or Graduate Council
 - 1. Action (approve, table, amend, or deny)
 - 2. Return with minutes detailing recommendations, suggestions, commendations, concerns
- I. Student Financial Services
- J. Office of Institutional Effectiveness – SACS office

Appendix A

MASTER OF ATHLETIC TRAINING PROGRAM APPLICANT OBSERVATION HOURS

Applicant Name: _____

Students applying to the ACU Master of Athletic Training Program are only allowed to observe under the direct supervision of an AT who is (1) Certified by the Board of Certification (BOC) for Athletic Training and (2) Licensed as an Athletic Trainer in the state in which they practice if state regulation exists. The individual that is supervising you will need to provide their name, BOC number, and state license number (if applicable).

Date	# of Hours Observed	Observation Site	AT Signature/ BOC#/ LAT#

Appendix B
4th year alternative Kinesiology Degree Plans
for students that choose not to enter the MAT program.

If a student enrolled in the Athletic Training 3+2 program decides to explore other options within the Kinesiology department AFTER their 3rd year, the follow chart applies.					
New Major Desired	General KGEN	Pre-OT KNOT	Pre-PT KNPT	Hlth Promo KNHP	Sport & Rec KSRM
Courses needed to meet degree requirements	HED 112	KINE 421	HED 112	HED 112	KINE 241
	KINE 241	ENGL 326/327	ENGL 326/327	KINE 241	ENGL 326
	KINU Elec	MATH 124/185	MATH 124/185	MGMT 330	PEAC 207/212
	KINU Elec	PSYC 232	PSYC 232	CHEM 114/112	PEAC 207/213
	KINU Elec	KINE 450	PHYS 112/113	KINE 421	ECON 261
	KINU Elec	PSYC 382	BIOL 113/115	KINE 450	MKTG 320
	KINU Elec	Elec	CHEM 132/134	KINE 360	KINE 360
	KINU Elec	Elec	BIOL 492/495	KINE 460	KINE 460
	KINU Elec	Elec	BIOL 491/293	NURT 221	KINE 333
				KINE 480	KINE 490
				KINE 473	COMM 345
				KINE 421	KINE 475
				KINE 321/322	COMM 430
					KINE 201
					KINE 301
					KINE 303
					KINE 401
					KINE 321
Total number of credit hours needed during 4th year	25	25	32	31	47

It should be noted that if a student chooses to switch to the KSRM degree plan, additional hours over past the 4th year will be required.

Appendix C

B.S. Kinesiology Pre-Athletic Training (KATP) Degree Plan

for students that choose not to complete the last year of the MAT program

FR Fall 17 hrs	†BIBL 101 Jesus: His Life and Teachings 3 hrs	†ENGL 111 Composition and Rhetoric 3 hrs	PSYC 120 Intro to Psychology [Social Science] 3 hrs	†CORE 110 Cornerstone 3 hrs	@ BIOL 291/293 Anatomy & Physiology I 4 hrs	KINE 100 Majors Only 1 hr	Required if condition of Admission: UNIV 011 Learning Strategies
FR Spring 16 hrs	BIBL 102 Early Christians: Life, Literature and Community 3 hrs	@ ENGL 112 Composition and Literature 3 hrs	MATH 123 Elementary Statistics 3 hrs	BIOL 101 Biology 3 hrs	@ BIOL 292/294 Anatomy & Physiology II 4 hrs		
FR Summer 4 hours	@ CHEM 131/133 General Chemistry I w/Lab 4 hrs						
SO Fall 16 hrs	@ BIBL 211 Message of the Old Testament 3 hrs	@ Sophomore ENGL (200-299) 3 hrs	@ Historical Literacy 3 hrs	Cultural Awareness 3 hrs	KINE 232 Structural Kinesiology 3 hrs	PEAC 211, 214, 215, 216 1 hr	May be required based on ACT or SAT scores: MATH: MATW 019 MATW 120 MATW 130 ENGLISH: ENGL 003/004 ENGL 106/006 ENGL 107/007
SO Spring 16 hrs	@ Adv. Bible Selection 3 hrs	@ COMM 211 Intermediate Speech and Rhetoric 3 hrs	Free Elective 3 hrs	@ KINE 372/373 Exercise Physiology 4 hrs	NUTR 224 Nutrition for Ex. & Sport 3 hrs		
Summer 6 hrs	@ Adv. Bible Selection 3 hrs	EDUC 221 or PSYC 232 Psy 3 hrs					
JR Fall 16 hrs	KINE 399 Res. Methods 3 hrs	**KINE 311 Motor Behavior 3 hrs	KINE 473 Clinical Exercise Physiology I 3 hrs	PSYC 342 Applied Sport Psychology 3 hrs	PHYS 110/111 General Physics I w/lab 4 hrs		Total Hours= 104
JR Spring 13 hrs	KINE 302 Medical Terminology 2 hrs	@ *KINE 420 Kinesiology Internship Capstone 3 hrs	KINE 485 Clinical Exercise Physiology II 3 hrs	KINE 498 Biomechanics 3 hrs	KINE 206 Strength Training 1 hr	KINE 330 Field Exp. 1 hr	
Summer 8 hrs	MATP 611 Basic Athletic Training 3 hrs	MATP 613 Care and Prevention of Athletic Injuries 3 hrs	MATP 614 Care and Prevention of Athletic Injuries Lab 1 hr	MATP 690 Field Experience 1 hr			
SR Fall 11 hrs	MATP 621 Research Methods 3 hrs	MATP 622 Therapeutic Modalities 3 hrs	MATP 623 Lower Extremity Assessment of Injury 3 hrs	MATP 624 Lower Extremity Assessment of Injury Lab 1 hr	MATP 690 Field Experience 1 hr		

SR Spring 11 hrs	MATP 631 Organization and Administration 3 hrs	MATP 632 Pharmacology 3 hrs	HED 112 Health				Total Hours= 134
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Appendix D
Adams Center Letter of Support

September 20, 2017

To: ACU CEHS Council

Re: Bachelor of Kinesiology and Master of Athletic Training

The Adams Center had reviewed the proposal for Bachelor of Kinesiology and Master of Athletic Training (3+2) program submitted by Dr. Melissa Long. The proposal clearly shows the importance of the program for the University, the Abilene Community and the society at large. We appreciate the rigor in feasibility analysis, the description of learning outcomes, assessments, curricular mapping as described in the proposal.

We have been working with the program in reviewing some of the syllabi for the new courses. We should be able to continue to support the program in terms of course review, faculty training and course administration in using our educational technology tools offered through Abilene, as long as our current resources and services will allow.

Please feel free to let me if there is anything we can do to support the development of this new program.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Paulin Fang".

Director of Instructional Design
The Adams Center for Teaching and Learning
Abilene Christian University

Appendix E
CEHS Dean's Letter of Support

Educating Students for Christian Service and Leadership Throughout the World

College of Education & Human Services
ACU Box 28276
Abilene, Texas 79699
325-674-2700



October 12, 2017

To Whom It May Concern,

I am in full support of the new Bachelor of Kinesiology Pre-Athletic Training degree (3+2) program application. The proposal is a combined undergraduate (3+2) and master degree. The major reasons for the new program application are the changes being recommended by the secondary accreditation organization. By 2022, CAATE is requiring that all professional Athletic Training programs be offered at the master's level (they are currently offered at both graduate and undergraduate levels). Creating a Bachelor of Kinesiology Pre-Athletic Training and Master of Athletic Training (3+2) degree will put ACU at the forefront of the mandate.

The 3+2 program is designed for entering freshman. The first three years are "pre-professional." In this program the student will earn a B.S in Kinesiology with the KATP concentration, as well as complete the prerequisites for the MAT program. After acceptance into the "professional" phase of the program, the student will begin graduate level classes during the summer prior to their fourth year. ACU will award the bachelor's degree to qualified students who have satisfactorily completed three years of prescribed work in Kinesiology at ACU plus one year in the Master of Athletic Training (MAT) (summer, fall, and spring semesters) for a total of 134 hours. The master's degree will be awarded upon successful completion of the fifth year.

I believe a 3+ 2 undergraduate degree in Athletic Training combined with a master degree is a good strategic fit for the university as it builds upon the university strategic plan in experiential learning and is focused on service. The 3+2 undergraduate degree will allow students to complete the undergraduate/graduate degree in five years instead of the traditional six; which reduces student debt load and creates a pathway to early graduate school completion.

Respectfully,

A handwritten signature in cursive script that reads "Donnie C. Snider".

Donnie C. Snider, Ed. D.
Dean College of Education & Human Services

Appendix F
Department Chair's Letter of Support

ABILENE CHRISTIAN UNIVERSITY

M E M O R A N D U M

DATE: September 21, 2017
TO: Academic Councils
FROM: Sheila Jones, Chair of Department of Kinesiology & Nutrition
RE: 3+2 program in Athletic Training

As Chair of the Department of Kinesiology & Nutrition, I fully support the passing and implementation of a 3+2 Athletic Training program. By 2022, the Commission on Accreditation of Athletic Training Education (CAATE) is requiring that all professional Athletic Training programs be offered at the masters level. ACU Faculty overwhelmingly voted in favor of the Masters in Athletic Training program. A 3+2 program enables students who are interested in athletic training to obtain a B.S. degree in Kinesiology with the Pre-Athletic Training (KATP) concentration and a Masters degree in Athletic Training in 5 years. This action enables students to have a well-rounded Christian education both as an undergraduate student and as a graduate student. It also ensures a population of excellent students who will complete the masters degree at ACU. As a result, it is beneficial to both students and the university to add a 3+2 program in Athletic Training in addition to the Masters in Athletic Training.

Appendix G
Library Letter of Support

Abilene Christian University Library

M E M O R A N D U M

DATE: September 22, 2017

TO: Dr. Melissa Long, Dr. Donnie Snider, Dr. Sheila Jones

FROM: Dr. Mark McCallon, Associate Dean for Library Information Services **SUBJECT:**
Master of Athletic Training Program and 3+2 Program Library Resources Agreement

ACU Graduate Programs, the ACU College of Education and Human Services (CEHS), and the ACU Library will agree on an amount equivalent to \$50 per student per course enrolled in the Master of Athletic Training program (communicated through the program's pro forma) and \$50 per student per course for "second year" integrated 3+2 MAT enrolled students to provide funding for the library to acquire library resources in support of the program. The Provost's Budget Officer will be made aware of this budget line and will facilitate the transfer of funds based on proposed enrollment for the academic year (as presented in the program's pro forma) at the beginning of each fiscal year.

Beginning in AY2019, the budget transfers will be as follows:

AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Year 1	Year 2	Year 3	Year 4	Year 5
\$5,000	\$10,167	\$15,167	\$19,333	\$19,333

With the agreement of the College of Education and Human Services and the ACU Library to these terms, the Library can adequately support the Master of Athletic Training program and the proposed 3+2 Bachelors and Masters program.

Dr. Donnie Snider
Dean of College of Education
and Human Services

Dr. John Weaver
Dean of Library Services and Educational
Technology

Dr. Sheila Jones
Chair, Department of Kinesiology and Nutrition

Dr. Robert Rhodes
ACU Provost

VIII. Approvals for - Bachelor of Kinesiology Pre-Athletic Training Program (KATP) and Master of Athletic Training (3 + 2)

A. Department Chair: Attach review comments of 200-300 words.

Circle one: Strongly support Forward w/ no recommendation Do NOT support

Heidi Jones 10/25/17
Department Chair Date

B. College Dean: Attach review comments of 200-300 words.

Circle one: Strongly support Forward w/ no recommendation Do NOT support

J Bruce Scott 10.25.2017
College Dean Date

C. College Academic Council Action: (required for all programs)

Approved ☒ Denied ☐ J Bruce Scott 10.25.2017
College Dean or Director Date

D. Graduate Council Action: (for graduate level programs)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

E. University Undergraduate Academic Council Action: (for undergraduate level programs)

Approved ☐ Denied ☐ _____
Associate Provost Date

F. Provost Action: (required for all programs)

Approved ☐ Denied ☐ _____
Provost Date

G. President of the University Action: (required for all programs)

Approved ☐ Denied ☐ _____
President Date