

Attachment 2A

NEW PROGRAM PROPOSAL Master of Science in Athletic Training BASIC PROGRAM INFORMATION

1. Proposing Institution: Kansas State University
2. Title of Proposed Program: Athletic Training
3. Degree to be offered: Master of Science in Athletic Training
4. Anticipated Date of Implementation: August 2020
5. Responsible Units: College of Human Ecology, Department of Food, Nutrition, Dietetics, and Health
6. Classification of Instruction Program (CIP) Code: 51.0913

PROGRAM PROPOSAL NARRATIVE

1. Centrality to Mission

PROGRAM JUSTIFICATION

Given the current state of higher education and healthcare the change from a Bachelor of Science in Athletic Training Professional Program to a Master of Science in Athletic Training Professional Program is not only inevitable, but is necessary for the continued growth of the future clinicians graduating from Kansas State University. Furthermore, on May 20th, 2015 the Athletic Training Strategic Alliance (Board of Certification, Commission on Accreditation of Athletic Training Education, National Athletic Trainers Association, and The National Athletic Trainers Association Foundation) announced that the entry-level Professional Degree that has been offered at the Bachelor's degree level must transition to the Master of Science degree level prior to the fall term of 2022. (Board of Certification <http://www.bocatac.org/news-publication/media-room/11-boc-news/443-official-statement-regarding-professional-degree-change>). The Kansas State University Athletic Training Program has a responsibility to ensure and require an educational framework that prepares students to be successful athletic trainers. Professional education must provide the foundation that allows clinicians to adapt to the changing face of healthcare. They must also be positioned as a healthcare provider who significantly improves the health and well-being of their patients and have meaningful, purposeful career paths.

Currently, there are 0 CAATE Accredited Master's level Athletic Training Programs in the State of Kansas. There are 13 CAATE accredited Bachelor degree programs and one new program that is seeking accreditation. Three of the 13 CAATE accredited programs in Kansas are on probation (Benedictine College, Bethany College, Tabor College) and one is also voluntarily withdrawing its accreditation (Benedictine College) <http://caate.net/search-for-accredited-program/>. It is anticipated that there will be continued attrition of the remaining Kansas professional programs still in good standing with CAATE, as well as attrition of other institutions from bordering states that are unable or are unwilling to transition their existing AT Programs from the Bachelor level professional degree to the Master's level professional Degree. Specifically, of the 10 Kansas CAATE accredited AT Programs in good standing with CAATE, only five institutions have program directors and or clinical coordinators with a terminal degree. Of these five programs Kansas State University has the largest reported number of students graduating from their program [Kansas State University 70 (22, 24, 24), Fort Hays State University 16 (Unknown), Sterling College-26 (9, 5, 12), University of Kansas 39(9, 15, 15) and Wichita State University- 11 (6, 3, 2)]. Of the remaining schools the number of reported graduates from the program are: Bethel 7 (2,3,2), Emporia State University-11 (6,3,2), Southwestern College- 5 (2,2,5), and Washburn- 22 (8,7,7). (Data as of 5/22/17)

*Numbers represent the 3 year aggregate of graduating students and yearly numbers for each graduating class (2013-14, 2014-15, 2016-17)

The primary goal of the proposed degree is to continue to provide the highest level of didactic and clinical education for the Athletic Training Students at Kansas State University preparing them for the Board of Certification Exam and providing them with the knowledge and skills necessary to be successful healthcare providers in a variety of settings in the state of Kansas and across the nation. An ancillary goal of the proposed degree change is to continue as a CAATE accredited Athletic Training Program and prepare to meet the Athletic Training Strategic Alliance mandated substantive change from the current Bachelor's Degree program.

Is the Program Central to the Mission of the Institution?

The mission of Kansas State University is to foster excellent teaching, research, and service as well as to develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve. As a comprehensive, research, land-grant institution, Kansas State University dedicates itself to developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, businesses, education, and government.

The mission of Kansas State University's College of Human Ecology is to discover, disseminate and apply knowledge to meet basic human needs and improve the human condition. This knowledge advances professions, human services, public policy, business and industry.

The mission of the proposed M.S. in Athletic Training is to be nationally recognized in preparing students for employment in professional level athletic training positions in a variety of clinical settings. Providing each student with foundational knowledge, concepts, and skills of a certified athletic trainer as determined by the Athletic Training governing bodies: Board of Certification, Commission on Accrediting Athletic Training Education (CAATE), and the Educational Council.

In particular, the proposed M.S. in Athletic Training is consistent with the thematic goals of K-State 2025:

Theme 1: Research, Scholarly and Creative Activities, and Discovery

Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole.

Evidence Based Practice is currently required for all CAATE Accredited Programs. In concert with the transition to a MS degree, CAATE will also be revising and adding additional curriculum standards that each program will be required to meet including research, inter-professional experiences, new clinical skills including: IV insertion, phlebotomy, suturing, casting, dry needling, radiology and ultrasound sonography.

Theme 2: Undergraduate Educational Experience

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

The proposed program includes a 5 year MS degree program that has 3 years of undergraduate curriculum to foundationally prepare students for the graduate portion of the program. This program will engage the students from the moment they step on campus to help prepare them for successful professional pursuits.

Theme 3: Graduate Scholarly Experience

Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

The proposed program will essentially be an advanced model of the existing undergraduate Athletic Training Program. The current undergraduate program has a storied history of attracting highly talented students from diverse backgrounds that graduated Kansas State University to become very respected in their chosen professions. Athletic trainers in all levels of High School, college, university, and professional sports as well as AT's that have paved the way for future areas such as the industrial and military settings. The purpose of this program is to

continue to advance this tradition of excellence and innovation by integrating research opportunities for the students to apply in clinical application to patients in the variety of settings in the community, state, and nation.

Theme 4: Engagement, Extension, Outreach, and Service

Be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement.

The proposed program will continue its community engagement through service and will seek out research opportunities that will provide evidence and data that can be shared with the state of Kansas. The students will be directly involved in clinical and research experiences at Kansas State University, the local community, the state of Kansas and across the United States.

Theme 5: Faculty and Staff

Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

The proposed program will have three tenure track faculty members and one full time instructor effective August 2017. The number of dedicated faculty will promote research and the use of evidence based practice in the education and clinical instruction of its students. The programs mission is to nationally recognized for preparing students as future professionals that will be prepared to work in a variety of new and innovative employment settings.

Theme 6: Facilities and Infrastructure

Provide facilities and infrastructure that meet our evolving needs at a competitive level with our benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

The Athletic Training Program will soon be housed in the Lafene Health Center on the Kansas State University's Manhattan Campus. This facility provides a geographical advantage for the faculty, staff, and students to increase research collaboration and provide the ability to integrate different medical disciplines into the clinical and didactic curriculum under one roof. This strategic location will provide space for research laboratories, classrooms, faculty offices, and have sufficient space for future growth of the program, as well as the potential for students to develop important interprofessional relationships.

Theme 7: Athletics

Strengthen the interconnectivity between intercollegiate athletics and the campus community that prepares our student-athletes for success in school, in sport, and after graduation and benefits our university, community, and state.

The proposed program will continue the well-established relationship with the Kansas State University Athletic Department. This continued relationship is based upon a reciprocity of providing opportunities for the students in the program while affording the Athletic Departments staff support needed to provide the increased quality of health care that has been afforded the student athletes throughout this relationship.

2. Student Demand

An analysis of the 2014-2015 academic year annual reports showed there were 335 undergraduate programs, 39 master's degree programs, one degree change pending, and 13 were in the process of changing their degree level. This same analysis showed there were 13,742 students across all levels of accredited programs with 3770 students graduating during the 2014-15 academic year(CAATE, 2016a). These data show an increase in number of graduates and master's degree programs and a reduction in the number of undergraduate programs compared to the 2013-2014 CAATE report (CAATE, 2015). According to the CAATE, there will be a continued attrition of professional programs across the United States in the coming years (CAATE, 2016a). These changes may occur at institutions that do not support master's degrees and that are not able to support the associated increase of faculty support from 2 FTE to 3 FTE dedicated to the Athletic Training Program.

Currently, the CAATE is reporting there are 331 Undergraduate Professional Programs (4 seeking new accreditation, 11 pending a degree change to MS Degree, 96 on Probation, 10 voluntarily withdrawing their accreditation, and 210 in good standing) and 59 Master’s Degree Professional Programs (8 seeking accreditation, 1 on Probation, 50 in good standing) (CAATE, 2016b). These data indicate a continued trend with decreased numbers of undergraduate programs, and increased numbers in master’s degree programs. Based on previous data (CAATE, 2015, 2016a) the number of students enrolling in and graduating from professional programs will remain at the same level in the future. To summarize, it is expected that the demand for admission to accredited programs will increase with a decrease in the supply of professional programs both in Kansas and across the United States.

3. Demands for Graduates.

The bureau of Labor Statistics estimates that Athletic Training Employment will increase 21% from 2014 to 2024 nationwide(Bureau of Labor Statistics, 2016). According to the National Athletic Trainers’ Association Career Center there are 564 position vacancies currently available across the United States(Association, 2016).

4. Locational and Comparative Advantages

Currently, there are no other professional master’s degree programs in Kansas Board of Regents System (CAATE, 2016b). Below provides a regional comparison of master’s degree programs from institutions in bordering states.

University or College	Total Hours	Estimated Total Tuition	Admission Criteria
University of Nebraska Omaha	44	Nebraska Resident \$13,816 + Fees Non-Resident \$30,668 + Fees	<ol style="list-style-type: none"> 1. Minimum college/university cumulative grade point average (GPA) of 3.0. (2.7 to 2.9 can apply and allowed provisional admission) 2. Minimum Cumulative GRE Score 287 (Verbal + Quantitative) 3. Receive grades of “B” or higher in pre-requisite courses. “C” is considered a deficiency. 4. Minimum of 25 hours of observation supervised by a BOC certified athletic trainer.
Oklahoma State University	53	Oklahoma Resident \$10,388 + Fees Non-Resident \$41,644 + Fees	<ol style="list-style-type: none"> 1. Minimum college/university cumulative grade point average (GPA) of 3.0. 2. GRE N/A 3. Receive grades of “B” or higher in pre-requisite courses. 4. Minimum of 50 hours of observation supervised by a BOC certified athletic trainer. 5. Criminal Background Check

Arkansas	59-61	Arkansas Resident \$23,596- \$24,796 + Fees Non-Resident \$58,263- \$61,225 + Fees	<ol style="list-style-type: none"> 1. Minimum college/university cumulative grade point average (GPA) of 3.0. OR an overall undergraduate grade point average between a 2.7 and a 2.99 and a 3.00 on the last 60 credit hours (excluding student teaching) OR if the last 60 hours are not over a 3.00 GPA, a GRE score of 297 on the verbal and quantitative parts of the test 2. GRE score of 297 on the verbal and quantitative parts of the test if the last 60 undergraduate hours are not over a 3.00 GPA 3. Receive grades of "C" or higher in professional and supporting courses that have been completed (at KSU or transfer institution) 4. Minimum of 150 hours of observation supervised by a BOC certified athletic trainer.
Kansas State University	51	Kansas Resident \$20,182- \$20,900 + Fees Non-Resident \$45,527- \$47,245 + Fees	<ol style="list-style-type: none"> 1. Admission into the Graduate School 2. Minimum GPA of 3.25 for the 5 Year Program admission or a college/university cumulative GPA of 3.0 at KSU or University Equivalent for the post-Baccalaureate admission option. 3. GRE Scores required for post-Baccalaureate candidates 4. Receive grades of "B" or higher in professional and supporting courses that have been completed (at KSU or transfer institution) 5. Minimum of 75 hours of observation supervised by a BOC certified athletic trainer. 6. Completion of KSU's or transfer equivalent of Gen Psychology PSYCH 110, STAT 325, BIOL198, Care and Prevention FNDH 320, Human Nutrition FNDH 400, General Physics I with lab PHYS113, Chemistry I with lab CHEM210, Biomechanics KIN 330, Exercise Physiology KIN 335, 8 Hours of Human Anatomy and Lab and Human Physiology and Lab Human Anatomy and Lab BIOL 340 or Human Physiology and Lab KIN 360. 7. Pass a physical examination by a physician that meets the technical standards of the accreditation program. 8. Current American Heart Association Basic Life Support or American Red Cross CPR and AED Certification for the Professional Rescuer 9. Evidence of Immunizations 10. Evidence of TB screening test 11. Official Copy of Transcripts

The Kansas State University undergraduate Athletic Training Program in the Department of Food, Nutrition, Dietetics, and Health has a rich history of preparing students for successful careers as Athletic Trainers in the work force. The program has been accredited and in good standing with the CAATE since 2004 and has approximately 20 graduates per year. The program is well established with the medical community with preceptors located at clinics, high schools, and physician offices in Manhattan, Riley, Council Grove, and Ft. Riley respectively. The transition of the current program to the proposed master's degree program will meet the requirements for the CAATE mandated changes and will allow Kansas State University to continue the tradition of developing well prepared, quality athletic trainers to service the needs in Kansas and across the United States.

The proposed program will have 2 admission paths; a 5 year degree admission and a post-Baccalaureate admission. Once admitted into the proposed master's degree, the students would be placed into one cohort. The current undergraduate program would stop admitting pre-enrollment students in the fall of 2017 and the last undergraduate athletic training cohort would start the fall of 2018 and would be scheduled for graduation spring 2021. To encourage continued undergraduate enrollment in the College of Human Ecology and Department of Food, Nutrition, Dietetics and Health undergraduate students interested in pursuing athletic training will be advised to enroll in the Nutrition and Health Degree program. This program is designed to fulfill the pre-requisite requirements for application to the Athletic Training Program. This design allows students who are not admitted into the professional phase of the Athletic Training Program to continue in the Nutrition and Health Bachelors of Science degree. It also allows students who elect to withdraw or are not able to continue the MS in Athletic Training Program to reenroll in the Nutrition and Health Bachelors of Science degree. Students that are admitted into the Athletic Training Program will transition to the graduate level and the professional phase of the program in the summer following their third year. Overall, the degree change to the MS in Athletic Training will satisfy the CAATE mandated change for accredited athletic training programs to move to the master degree level. Further, this transition will answer the call of current and future demand by students wanting to pursue athletic training as a career.

5. Student Characteristics

Students entering the proposed program will be from a variety of academic backgrounds that have a healthcare focus and who want to become a Certified Athletic Trainer. Students will recruited for admission to the 5 year and post Baccalaureate admission process. Students wishing to apply for the Athletic Training Professional Program will be required to complete an application (see attached) with proof of the following information. Students who meet the minimum criteria for admission to the MS AT professional program will be required to complete an on-campus interview.

Curriculum of the Proposed Program

Description of the more important academic objectives

The curriculum for the proposed program will provide theoretical and clinical experience in the 5 professional practice domains of Athletic Training: Injury/Illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being.

Range of skills and knowledge future graduates will possess

Graduates will use research, innovative methods, and evidence based healthcare practices with their patients in a variety of employment settings such as secondary schools, colleges and universities, hospitals, clinics, industry, military, and the performing arts. Graduates will utilize a variety of techniques and skills integrated in the program for patient care that fall within their scope of practice in the domains of Athletic Training: Injury/Illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being. Each student will be able to provide

patient care for conditions such as emergent, preventive, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions.

Required internships and practica

Students will be required to complete six clinical experiences associated with the required practicum courses. Each student will be afforded a variety of clinical experiences in inter-professional settings that provide patient care for patients throughout the lifespan, different sexes, different socioeconomic statuses, varying levels of athletic activity (competitive, recreational, individual, team, high and low intensity and non-sport populations including the military, performing arts, industrial and leisure patients). Each student will be required to complete one immersive clinical experience that provides a full-time day-to-day totality of patient care in that setting.

Program Faculty

1. Qualifications

Fourteen graduate faculty in the department of Food, Nutrition, Dietetics, and Health have been identified to support the proposed program with 6.0 FTE’s for the program. These positions will be graduate faculty positions, one will start August 2017, and the clinical coordinator position will transition from the undergraduate program to this graduate program by August 2020.

Four of the graduate faculty will be considered core faculty. The core faculty will have the following credentials: terminal degree, certified Athletic Trainer, and Licensed Athletic Trainer. The core faculty will not have teaching responsibility outside of the program. The Clinical Coordinator/ Instructor position is a supported instructor line that is required by The CAATE to meet their accreditation standard for administration of the Athletic Training Program. Currently, this position is filled by Morgan Rakestraw, who is pursuing her terminal degree so that she meets the minimum requirements allowing her to continue in this position. If she is unable to serve in this position, a new faculty member will be hired to replace her prior to the start of the proposed MS in Athletic Training Degree in August 2020. The search for the August 2017 faculty position has been completed and a formal offer will be extended prior to May 1, 2017. Ten supporting faculty (9 FNDH Faculty and 1 Co-Medical Director for the AT Program) will assist in supervision of graduate research for students in their area of expertise. A few areas of interest for prospective students would include Athletic Training, Sports Medicine, Nutrition, Physical Activity, and Sensory Analysis. These specialty areas would allow the students to investigate the patients’ response to various therapeutic interventions and develop best practices for future practitioners. Further, it will help provide evidence to the clinicians about the perceptions of the techniques used, the value of the nutritional interventions, and the resulting change in healing that can occur from the interventions.

CORE FACULTY						
NAME	TITLE	DEPT	FTE	HIGHEST DEGREE	Tenure Status	INSTRUCTIONAL EXPECTATION AND ACADEMIC SPECIALIZATION
Phillip Vardiman	Associate Professor, Director	FNDH	1.0	PhD	Tenured	FNDH857, FNDH653, FNDH889 and FNDH884
Ryan Thiele	Assistant Professor	FNDH	1.0	PhD	Tenure Track	FNDH885 and FNDH888, FNDH821 and FNDH886, FNDH822
Clinical Coordinator (currently filled by Morgan Rakestraw)	Clinical Coordinator, Instructor	FNDH	1.0	PhD	Non-Tenure Track (Graduate Faculty Status)	FNDH652, FNDH854 and FNDH883, FNDH855 and FNDH884
Scott Dietrich	Assistant/Associate Professor	FNDH	1.0	PhD	Tenure Track	FNDH654, FNDH892, FNDH887 and FNDH858

SUPPORTING FACULTY						
Mark Haub	Professor, Dept. Head	FNDH	0.2	PhD	Tenured	FNDH889
Shawna Jordan	Assistant Professor, Assistant Dean	FNDH	0.1	PHD	Non-Tenure Track	FNDH889
Ric Rosenkranz	Associate Professor	FNDH	0.25	PhD	Tenured	FNDH889
Dr. Trevor Gaskill, MD	Co-Medical Director for Athletic Training Program	FNDH	0.2	PhD	Adjunct Faculty/ Graduate Faculty Status	FNDH889
Sara Rosenkranz	Assistant Professor	FNDH	0.25	PhD	Tenure Track	FNDH775, FNDH889, FNDH 635
Brian Lindshield	Associate Professor	FNDH	0.2	PhD	Tenured	FNDH880, FNDH889
Edgar Chambers	Professor	FNDH	0.2	PhD	Tenured	FNDH889
Tandalyo Kidd	Professor	FNDH	0.2	PhD	Tenured	FNDH889
Marianne Swaney-Stueve	Research Assistant Professor	FNDH	0.2	PhD	Non-Tenure Track	FNDH 889
Jennifer Hanson	Assistant Professor	FNDH	0.2	PhD	Tenure Track	FNDH 720
			6.0 FTE			

2. Graduate Assistants

One Graduate Research Assistantships is currently supported for each research faculty and will continue to be supported in the MS Degree program. These positions are considered to be non-teaching positions.

Academic Support

1. Academic Support Services

Advising services for graduate students will be provided by the core faculty members and the department undergraduate advisors for students from Kansas State.

2. New Academic Support Necessary

Sufficient library, audio-visual, and academic computing equipment and resources exist in the department.

3. New Supporting Staff

No new support staff will be needed for the proposed program. Continuation of the one part-time staff member and advisor/ instructor position that are working with the AT Program will be necessary.

Facilities and Equipment

1. Anticipated Facilities Requirement

The future location for the program has sufficient space for research laboratories, classrooms, faculty offices, for future growth of the program.

2. New Equipment

There are no new equipment needs for this program.

Program Review, Assessment and Accreditation

Program Review

As an accredited program, it is thoroughly reviewed academically, clinically, and administratively by CAATE on an annual basis and undergoes a re-accreditation every 10 years that includes the completion of a CAATE self-study and on-site evaluation by a 2-3 person CAATE site visit team. The MS in Athletic Training Program has developed its KSU assessment plan to align with the assessment outcomes that are required by CAATE for this accreditation.

Student Learning Outcomes

1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.
2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills derived from original research, the use of inquiry and analysis of current evidence based research, and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.
3. Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles. Students will be assessed through assigned projects and their final research project.
4. Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences. Students will be assessed through their final research project.
5. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.

Specialized Accrediting Agency, Institutional Plans for the Accredited Program, and Timeline

The Athletic Training Program would continue its accreditation through the Commission on Accreditation of Athletic Training Education. The Athletic Training Undergraduate Program will undergo its next reaccreditation process during the Fall of 2019. After reaccreditation is issued in Fall 2019/ Spring 2020, the program will file an application to the CAATE for *Substantive Change* to the MS in AT degree in the Spring of 2020. The program would then be accredited for the remainder of the accreditation cycle for the undergraduate program.

Accreditation Costs

Annual Accreditation Fee	\$3000
Site Visit Fee (Fall 2019)	\$5000
Substantive Change Fee	\$3000

References

- Association, N. A. T. (2016). National Athletic Trainers Association Career Center. Retrieved from http://jobs.nata.org/c/search_results.cfm?site%5Fid=14343&mssid=1LNYS
- Bureau of Labor Statistics, U. D. o. L. (2016). Occupational Outlook Handbook-Healthcare-Athletic Trainers. 2016-17. Retrieved from <http://www.bls.gov/ooh/healthcare/athletic-trainers.htm>
- CAATE. (2015). *2013-2014 CAATE Analytics Report*. Retrieved from <http://caate.net/resources-and-additional-documents/caate-newsletters-eblasts-and-other-releases/>
- CAATE. (2016a). *2014-2015 CAATE Analytic Report*. Retrieved from CAATE: <http://caate.net/2014-2015-caate-analytic-report-now-available/>

CAATE. (2016b). Search for Accredited Programs. Retrieved from <http://caate.net/search-for-accredited-program/>

The Master of Science in Athletic Training will be a 51 credit degree program. There will be a selective 5 year degree and Post-Baccalaureate degree admission.

High School Graduates who are admitted to Kansas State University can apply for pre-enrollment status to the 5 year degree program using the Athletic Training Program Pre-Enrollment Application. This pre-enrollment status will be based upon cumulative high school GPA, composite ACT or SAT Scores (without the writing portion), and scoring of the application. Students will be enrolled in the Department of Food, Nutrition, Dietetics and Health's Nutrition and Health Degree for their first academic year. All students who are eligible will apply for admission to the Professional Program by submitting a completed application and participating in an on-campus interview in the spring of their first year. Admission to the Professional Athletic Training Program will require a minimum 3.25 GPA, completion/or current enrollment in FNDH 120 and 121 and participation in required 75 observation hours during the FNDH 121 course. A sample program sheet for the 5 year MS degree is attached.

Transfer students will need to send official transcripts from all institutions they have earned credit including fall grades and spring classes that they are currently enrolled in. Transfer Credit for FNDH 320 will be based upon review of the course syllabus from the host institution.

The Post-Baccalaureate admission will require BA or BS from a college or university, a minimum 3.0 GPA, admission to the graduate school, verified completion of 75 hours of observation of a certified athletic trainer, and verified completion of KSU or TE of the following Pre-requisite courses:

Gen Psychology PSYCH 110, STAT 325, BIOL198, Care and Prevention FNDH 320, Human Nutrition FNDH 400, General Physics I with lab PHYS113, Chemistry I with lab CHEM210, Biomechanics KIN 330, Exercise Physiology KIN 335, 8 Hours of Human Anatomy and Lab and Human Physiology and Lab Human Anatomy and Lab BIOL 340 or Human Physiology and Lab KIN 360.

****Course electives must fulfill the Aesthetic Interpretation, Ethical Reasoning and Responsibility, and Historical Perspectives of the K-State 8 General Education Program.

AT 5 YR MS AT Degree (150 Credits)

General Requirements (51-54 credits)

	Expository Writing I	ENGL 100	3
	Expository Writing II	ENGL 200	3
Choose one of the following	Public Speaking 1A	COMM 105	2
	or		
	Public Speaking I	COMM 106	3
Social Science (9 Credits)	Principles of Macroeconomics	ECON 110	3
	General Psychology	PSYCH 110	3 *
	Introduction to Sociology	SOCIO 211	3
Humanities (6 Credits)			
Natural and Physical Sciences (20 credit hours)			
Complete 12 credit hours in Biological Sciences	Principles of Biology	BIOL 198	4 **
	Structure of the Human Body	BIOL 340	8
	or		
	Anatomy and Physiology	KIN 360	8 **
Complete 4 credit hours in Chemistry with lab	Chemistry I	CHEM 210	4 **
Complete 4 credit hours in Physics with lab	Physics I	PHYS 113	4 **
Quantitative Studies (7-9 Credits)			
Complete 4-6 credit hours in Math	College Algebra	MATH 100	3
	Trigonometry	MATH 150	3
	or		
	Analytic Geometry and Calculus I	MATH 220	4
Complete 3 credit hours in Statistics	Introduction to Statistics	STAT 325	3 *
Integrative Human Ecology Course (1 credits)	Foundations of Human Ecology	GNHE 210	1
Professional Studies (24 Credits)			
Nutrition Courses(12 Credits)	Introduction to Athletic Training	FNDH 120	2
	Introduction to Athletic Training	FNDH 121	1
	Basic Nutrition	FNDH 132	3 *
	Care and Prevention of Athletic Injury	FNDH 320	3 *
	Nutrition and Exercise	FNDH 635	3
Kinesiology Courses (12 Credits)	Biobehavioral Bases of Physical Activity	KIN 220	4
	Biomechanics	KIN 330	3 *
	Physiology of Exercise	KIN 335	4 *
	Physiology of Exercise Lab	KIN 336	1
Unrestricted Electives (21-24 Credits)			
		Total	99

*Indicates Pre-Requisite

**Indicates Pre-Requisite Course with Lab

Course electives must fulfill the 1. Aesthetic Interpretation, 2. Ethical Reasoning and Responsibility, and 3. Historical Perspectives of the K-State 8 General Education Program.

MS AT Curriculum

Core Courses	General Medical Assessment and Evaluation	FNDH 654	3	
	Emergency Management in Athletic Training	FNDH 652	3	
	Fundamental Methods of Biostatistics	STAT 701		
	or			
	Introduction to Statistical Methods for Natural Scientists	STAT 703	3	
	Administration in Athletic Training	FNDH 857	3	
	or			
	Administration of Healthcare Organizations	FNDH 720	3	
	Pharmacology	FNDH 653	3	
	Advanced Athletic Training Laboratory and Clinical Skills	FNDH 858	3	
	Athletic Training Evaluation I	FNDH 821	3	
	Athletic Training Evaluation II	FNDH 822	3	
	Athletic Training Therapeutic Interventions –I	FNDH 854	3	
	Athletic Training Therapeutic Interventions –II	FNDH 855	3	
	Professional Preparation in Athletic Training	FNDH 892	3	
	Research	Research Methods in Health Sciences	FNDH 775	3
		Research Experience in Athletic Training	FNDH 889	4
Practica	Athletic Training Practicum I	FNDH 883	2	
	Athletic Training Practicum II	FNDH 884	2	
	Athletic Training Practicum III	FNDH 885	2	
	Athletic Training Practicum IV	FNDH 886	2	
	Athletic Training Practicum V	FNDH 887	2	
	Athletic Training Externship Practicum	FNDH 888	1	
		Total	51	
		Total	150	

<u>Year 1</u>					
<u>Fall</u>			<u>Spring</u>		
Expository Writing I	ENGL 100	3	General Psychology	PSYCH 110	3
Principles of Biology	BIOL 198	4	Gen. Chem & Lab/Chemistry I	CHM 110/111 or 210	4
Basic Nutrition	FNDH 132	3	Behavior. Basis of Phys Act	KIN 220	4
College Algebra	MATH 100	3	Public Speaking I	COMM 106	3
Intro Athletic Training	FNDH 120	2	Foundations of Human Ecology	GNHE 210	1
Intro Athletic Training Lab	FNDH 121	<u>1</u>	*Elective	— —	<u>3</u>
		16			18
<u>Year 2</u>					
<u>Fall</u>			<u>Spring</u>		
Princ of Macroeconomics	ECON 110	3	Hum Body	BIOL 340	8
Humanities	— —	3	OR		
Care and Recognition	FNDH 320	3	Anat. & Physiology	KIN 360	8
Elective	— —	3	Expository Writing II	ENGL 200	3
Elective	— —	3	Humanities	— —	<u>3</u>
Introduction to Sociology	SOCIO 211	<u>3</u>			14
		18			
<u>Year 3</u>					
<u>Fall</u>			<u>Spring</u>		
Nutrition and Exercise	FNDH 635	3	Introduction to Statistics	STAT 325	3
Physiology of Exercise	KIN 335	4	Physics I	PHYS 113	4
Physiology of Exercise Lab	KIN 336	1	Elective	— —	3
Biomechanics	KIN 330	3	Elective	— —	3
Elective	— —	3	Elective	— —	<u>3</u>
Elective	— —	<u>3</u>			16
		17			

Transition from UG to MS Status

Course electives must fulfill the 1. Aesthetic Interpretation, 2. Ethical Reasoning and Responsibility, and 3. Historical Perspectives of the K-State 8 General Education Requirements.

<u>Year 4</u>								
<u>Summer Year 1 Professional Program</u>			<u>Fall Year 1 Professional Program</u>			<u>Spring Year 1 Professional Program</u>		
General Medical Assessment and Evaluation	FNDH 654	3	Athletic Training Therapeutic Interventions I	FNDH 854	3	Athletic Training Therapeutic Interventions II	FNDH 855	3
Emergency Management	FNDH 652	3	Athletic Training Evaluation I	FNDH 821	3	Evaluation II	FNDH 822	3
Research Methods	FNDH 775	<u>3</u>	Pharmacology	FNDH 653	3	Practicum II	FNDH 884	2
		9 hours	Athletic Training Practicum I	FNDH 883	<u>2</u>	Advanced Athletic Training Lab/ Clinical Skills	FNDH 858	<u>3</u>
					11 hours			11 hours
<u>Year 5</u>								
<u>Summer Year 2 Professional Program</u>			<u>Fall Year 2 Professional Program</u>			<u>Spring Year 1 Professional Program</u>		
Administration in Athletic Training or HLTH	FNDH 857	3	Professional Preparation in Athletic Training	FNDH 892	3	<u>Spring Year 2 Professional Program</u>		
or			Fundamental Methods of Biostatistics	STAT 701	3	Research Experience in Athletic Training	FNDH 889	4
Administration in Healthcare Organizations	FNDH 720	3	or			Practicum V	FNDH 887	<u>2</u>
Athletic Training Externship Practicum	FNDH 888	1	Introduction to Statistical Methods for Natural Sciences	STAT 703	3			
Practicum III	FNDH 885	<u>2</u>	Practicum IV	FNDH 886	<u>2</u>			
		6 hours			8 hours			6 hours

Total Credits for Years 4-5 = 51 credits

Total Credits for the 5 Year Masters of Science in Athletic Training = 150 credits

IMPLEMENTATION YEAR: FY 2020

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University
 Proposed Program: Master of Science in Athletic Training

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25-30	0	50-60	0	50-60	0
B. Total SCH taken by all students in program	1,275-1530		2550-3060		2550-3060	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget Salaries</u>						
Current faculty....	\$216,375		\$220,703		\$225,117	
New hires.....	\$0		\$0		\$0	
Grad Res. Assist.	\$20,029		\$40,058		\$40,058	
Academic Support.	\$44,000		\$44,880		\$45,778	
Administration.....	\$8,500		\$8,670		\$8,843	
Total Salaries.....	\$288,904		\$314,311		\$319,796	
OOE	\$10,000		\$10,000		\$10,000	
Total	\$298,904		\$324,311		\$329,796	

Notes:

1. All salaries include a 2% annual pay increase.
2. Salaries for current faculty (Drs. Vardiman, Thiele, and Morgan Rakestraw) and the Faculty Hire for August 2017 are represented in the initial implementation year of the MS Degree program. This represents a transition of cost from these faculty supporting the previous undergraduate program. Refer to the program narrative for information regarding these faculty and their respective time allocations.
3. Graduate research assistantships are current positions allocated for research faculty in the Athletic Training Program and will continue with the MS Degree program. These positions are considered non-teaching positions.
4. Academic support refers to 100% of the full-time FNDH department academic advisor's time – a 1.0 FTE commitment.
5. Administration refers to a FTE commitment on behalf of the FNDH staff who will supply administrative support.
6. The \$10K of OOE per year is 1/3 of the current FNDH department OOE.

Revised: February, 2017

Approved: _____

Graduate School
Proposed Degree Program or Certificate:
College:
Assessment of Student Learning Plan

A. College, Department, and Date

College: Human Ecology

Department: Food, Nutrition, Dietetics and Health

Date: 1-20-17

B. Contact Person(s) for the Assessment Plan

Phillip Vardiman, PhD, LAT, ATC

Associate Professor

Director, Athletic Training

pvardiman@ksu.edu

C. Name of Proposed Degree Program or Certificate

Masters of Science- Athletic Training

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.
2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills derived from original research, the use of inquiry and analysis of current evidence based research, and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.
3. Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles. Students will be assessed through assigned projects and their final research project.
4. Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences. Students will be assessed through their final research project.
5. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure. Students will be assessed by

preceptors during their clinical experiences and by their employers following graduation.

Three outcomes that will be assessed by the first mid-cycle review.

1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.
2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.
3. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.

Rationale for selecting these learning outcomes

The three outcomes for assessment by the first mid-cycle review were selected for

1. The timing of the outcomes collection,
2. The importance of continued assessment throughout the student's matriculation in the program.

Each of the outcomes will be measured as part of the student's preceptor's evaluation in each of the practicum courses that will be associated with assigned clinical experiences. This will allow the faculty to track the progression and professional growth of each student.

Relationship to K-State Graduate Student Outcomes:

The outcome measures have been developed as measures that will also be collected as part of the Committee on Accreditation of Athletic Training Education (CAATE) required accreditation standards. To maintain an accredited Athletic Training Program in good standing with CAATE, numerous standards have to be met and outcomes have to be collected for annual review. The outcome measures #1-#5 have significant overlap into

the 3 Graduate School categories of knowledge, skills, and attitudes and professional conduct.

The knowledge category is specifically addressed in outcome #2 by ensuring that each student is able to “demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession.” This will be assessed from the disaggregated data from the National Level Board of Certification Exam that will provide data specific to the 5 domains of Athletic Training (1. Injury Illness Prevention, 2. Clinical Evaluation and Diagnosis, 3. Immediate and Emergency Care, 4. Treatment and Rehabilitation and 5. Organizational and Professional Health and Well-being)

The skills category is addressed in outcome measures #2, #3, and #4 by having the students demonstrate the application of patient centered clinical skills, and development of original research grounded in current evidence based research and critical thinking in the athletic training profession. The students will also need to effectively compose written documents using appropriate medical and scientific terminology and founded in the use technical writing principles. The students will be also be responsible for accurately presenting their research-centered activity and outcomes, through scholarly discourse and professional and non-professional audiences. These will be assessed during their clinical experiences by their preceptors and will be further assessed by their employers after graduation. These will also be assessed in presentation of research centered activity to peers and faculty at a level ensuring mastery of the information.

The attitude and professional conduct is addressed in outcome #5 by having the students “demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure”. These foundational behaviors will be assessed during their clinical experiences by their preceptors and will be further assessed by their employers after graduation.

2. Assessment Strategies

1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.

Assessment-

1. Clinical Experience Evaluations will be completed by the student’s assigned preceptor twice during each Practicum course (one practicum per semester). The preceptors will complete the evaluation at 3 weeks and at the end of the clinical assignment. The intent is to show growth during the

semester but also show growth throughout the program. FNDH 883, 884, 885, 886, 887, 889.

Students will be compared to students in their cohort and the same evaluation will be used over time to show growth during the program. (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) **Appendix B1- Clinical Experience Evaluation**

2. Survey - Employer Survey (All Students, 6 months to 1 year post graduation, collected by program director) **Appendix B2- Employer Survey**

2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.

Assessment-

1. National Level Board Exam disaggregated data categorized into the 5 domains of Athletic Training (Injury Illness Prevention, Clinical Evaluation and Diagnosis, Immediate Emergency Care, Treatment and Rehabilitation Reconditioning, and Organization and Administration. The exam results data provided by the BOC includes results from the two sections 1. written exam, that assesses core knowledge and 2. clinical application and critical thinking, through a simulated practical exam. The practical exam requires the student to simulate an injury evaluation and treatment techniques that would be appropriate based upon the given scenario. FNDH [National Athletic Trainers' Association Board of Certification (BOC)] (All Students, data given to program director from BOC) **Appendix B3-NATABOC**

2. Clinical Experience Evaluations during FNDH 883, 884, 885, 886, 887, 889, (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) **Appendix B1- Clinical Experience Evaluation**

3. Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles.

1. Project FNDH 775- (All Students, collected by program director from faculty teaching the course) **Appendix B4 Research Proposal**

2. Final Research Project FNDH 889 (All Students, data collected by program director from faculty/ committee) **Appendix B5- Final Research Project**

4. Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences.

Assessment

1. Final Research Project FNDH 889 (All Students, data collected by program director from faculty/ committee.) ***Appendix B5- Final Research Project***
5. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure.
 1. Clinical Experience Evaluations during FNDH 883, 884, 885, 886, 887, 889 (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) ***Appendix B1- Clinical Experience Evaluation***
 2. Employer Survey (All Students, 6 months-1 year post graduation, Collected by the program director) ***Appendix B2- Employer Survey***

Assessment

Direct Measures

1. Clinical Experience Evaluations during FNDH 883, 884, 885, 886, 887, 889, (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) ***Appendix B1- Clinical Experience Evaluation***
2. National Level Board Exam disaggregated data categorized into the 5 domains of Athletic Training (Injury Illness Prevention, Clinical Evaluation and Diagnosis, Immediate Emergency Care, Treatment and Rehabilitation Reconditioning, and Organization and Administration FNDH 892 [National Athletic Trainers' Association Board of Certification (BOC)] (All Students, data given to program director from BOC) ***Appendix B3-NATABOC***
3. Projects FNDH 775- (All Students, collected by program director from faculty teaching the course) ***Appendix B4***
4. Final Research Project FNDH 889 (All Students, data collected by program director from faculty/ committee) ***Appendix B5***

Indirect Measures

1. Survey - Employer Survey (All Students, 6 months to 1 year post graduation, collected by program director) ***Appendix B2- Employer Survey***

3. Results and Review of Student Learning Outcomes and Assessment Strategies

- a. Describe the process the faculty will follow to review the results of assessment data.

The program director and the clinical coordinator will collect the artifacts that are listed in the assessment plan. The data from these artifacts will be compiled for the annual aggregate data to produce the assessment report that can be shared with the KSU Assessment Center, the Athletic Training Faculty and Preceptors. This report will provide insights into the achievements and the areas in the curriculum that need improvement.

- b. Describe any other program improvement procedures that will be followed (e.g. formative assessments of delivery method, corporate or employer surveys).

The two program improvement measures that are currently listed in the assessment plan are the Employer Survey and the results of the BOC exam. The Employer Survey will be sent out 6months to 1 year following graduation to assess foundational measures of clinical preparedness, professional aptitude, and behaviors that align with the National Athletic Trainers' Association Code of Ethics. Additionally, the program can request the breakdown in scores from the BOC to review areas of the exam that KSU graduates are less proficient in and use this as a way to find methods to prepare our students better for these areas if any.

Appendix A: Alignment Matrix

Appendix B: Rubrics, Surveys, Other documentation

SLO/Required Courses/experiences	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)	Other Experience	Other Experience
Degree program SLOs	FNDH 775	FNDH 652, 821, 822, 854, 855	FNDH 857 or FNDH 720	FNDH 892	FNDH 889	FNDH 883,884, 885,886, 887, 888	Employer Survey	Board Exam Disaggregated Data
Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence.			X	X		A (B1)	A (B2)	
Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession.		X		A (B3)		A (B1)		A (B3)
Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles.	A (B4)		X		A (B5)	X		
Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences.	X			X	A (B5)			
Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure.			X	A (B3)		A (B1)	A (B2)	

	FNDH 775	FNDH 652, 821, 822, 854, 855	FNDH 857 or FNDH 720	FNDH 892	FNDH 889	FNDH 883,884, 885,886, 887, 888	Employer Survey	Board Exam Disaggregated Data
University SLOs (Graduate Programs)								
Knowledge	A (B4)	X	X	X	X	A (B1)	A (B2)	A (B3)
Skills	X	X	X	A (B3)	A (B4) (B5)	A (B1)	A (B2)	A (B3)
Attitudes and Professional Conduct		X	X	X		A (B1)	A (B2)	

Appendix B1

Information

Preceptor Last Name

Preceptor First Name

Student Last Name

Student First Name

Date (mm/dd/yyyy)

Mid or End of Semester
evaluation? (Please type
"Mid" or "End")

Scoring

- | | |
|-----------------|--------------|
| - Distinguished | 90-100%/100% |
| - Proficient | 80-90%/ 100% |
| - Passing | 70-79%/ 100% |
| - Not Passing | 0-69%/ 100% |

Professional Evaluation: Please rate the students professional behavior. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #5

Student Repeatedly lacked expected level of professional behavior (0)	Student occasionally lacked the expected level of professional behavior (1)	Student occasionally lacked expected level of professional behavior (2)	Student usually provided the expected level of professional behavior (3)	Student commonly provided the expected level of professional behavior (4)	Student always provided the expected level of professional behavior (5)
---	---	---	--	---	---

Professional Behavior

Professional Evaluation: Please rate the students professional identity. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #5

Student never displayed a professional identity (0)	Student occasionally displayed a professional identity (1)	Student sometimes displayed a professional identity (2)	Student usually displayed a professional identity (3)	Student commonly displayed a professional identity (4)	Student always displayed a professional identity (5)
---	--	---	---	--	--

Professional Identity

Professional Evaluation: Please rate the students ethical behavior. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO#5

Student never displayed professional ethical behavior (0)	Student occasionally displayed professional ethical behavior (1)	Student sometimes displayed professional ethical behavior (2)	Student usually displayed professional ethical behavior (3)	Student commonly displayed professional ethical behavior (4)	Student always displayed professional ethical behavior (5)
---	--	---	---	--	--

Ethical Behavior

Professional Evaluation: Please rate the students professional conduct. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO#5

Student never complied with the expected dress code (0)	Student occasionally complied with the expected dress code (1)	Student sometimes complied with the expected dress code (2)	Student usually complied with the expected dress code (3)	Student commonly complied with the expected dress code (4)	Student commonly complied with the expected dress code (5)
---	--	---	---	--	--

Appearance

Professional Evaluation: Please rate the students professional conduct. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO#5

Student was repetitively late for scheduled times (0)	Student was occasionally late for scheduled times (1)	Student was sometimes late for scheduled times (2)	Student was usually punctual for scheduled times (3)	Student was commonly punctual for scheduled times (4)	Student was always punctual for scheduled times (5)
---	---	--	--	---	---

Punctuality

Professional Evaluation: Please rate the students professional conduct. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #5

Student was
not reliable
(0)

Student was
occasionally
Reliable (1)

Student was
sometimes
reliable (2)

Student was
usually
reliable (3)

Student was
commonly
reliable (4)

Student was
always
reliable (5)

Reliability



Clinical Skill Knowledge Evaluation: Please rate the student's knowledge in Athletic Training. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

Student severely lacks clinical skill knowledge (0)	Student has noticeable deficiency in clinical skill knowledge (1)	Student is deficient in clinical Skill Knowledge (2)	Student has average clinical skill knowledge (3)	Student has above average clinical skill knowledge (4)	Student has excellent clinical skill knowledge (5)
---	---	--	--	--	--

Clinical Skill Knowledge

Clinical Skill Knowledge Evaluation: Please rate the student's knowledge in Athletic Training. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

Student severely lacks ability in clinical skill application (0)	Student has noticeable deficiency in clinical skill application (1)	Student lacks ability in clinical skill application (2)	Student has average ability in clinical skill application (3)	Student has above average ability in clinical skill application (4)	Student has excellent ability in clinical skill application (5)
--	---	---	---	---	---

Clinical Skill Application

Clinical Skill Knowledge Evaluation: Please rate the student's knowledge in Athletic Training. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

Student severely lacks clinical skill inquisitiveness (0)	Student has noticeable deficiency in clinical skill inquisitiveness (1)	Student lacks clinical skill inquisitiveness (2)	Student has average clinical skill inquisitiveness (3)	Student has above average clinical skill inquisitiveness (4)	Student has excellent clinical skill inquisitiveness (5)
---	---	--	--	--	--

Inquisitiveness

Please rate the following **Self-Motivation** characteristics

SLO #5

Expressed little or no desire to be at clinical rotation on a daily basis (0)	Occasionally expressed a desire to be at the clinical rotation (1)	Usually expressed a desire to be at the clinical rotation (2)	Rarely expressed negative behavior towards clinical rotation (3)	Almost always expressed positive behavior towards the clinical rotation (4)	Always expressed positive behavior towards the clinical rotation (5)
---	--	---	--	---	--

Enthusiasm

Please rate the following **Self-Motivation** characteristics

SLO #5

Shows little or no self-confidence, clearly not comfortable with roles and responsibilities (0)	Shows some self-confidence, should feel more comfortable with surroundings (1)	Below average self-confidence, is comfortable with some of the roles and responsibilities (2)	Average self-confidence, is comfortable with the roles and responsibilities (3)	Above average self-confidence, is very comfortable with the roles and responsibilities (4)	Exceptional self-confidence, clearly comfortable with all roles and responsibilities (5)
---	--	---	---	--	--

Self-Confidence

Please rate the following **Self-Motivation** characteristics

SLO #5

Shows no initiative, never volunteers, doesn't complete assigned tasks (0)	Shows limited initiative, needs to do much more without being told (1)	Shows some initiative, should do more without being told (2)	Voluntarily attempts to solve non-routine problems (3)	Above average and is a self-starter (4)	Places highest priority on task accomplishment, accepts difficult and unpleasant tasks (5)
--	--	--	--	---	--

Initiative

Please rate the following **Athletic Training** characteristic

SLO #5

Shows no ability to complete tasks in a methodical, appropriate and time efficient manner (0)

Shows little ability to complete tasks in a methodical, appropriate and time efficient manner (1)

Shows some ability to complete tasks in a methodical, appropriate and time efficient manner (2)

Usually completes tasks in a methodical, appropriate and time efficient manner (3)

Consistently completes tasks in a methodical, appropriate and time efficient manner (4)

Always completes tasks in a methodical, appropriate and time efficient manner (5)

Efficiency

Please rate the following **Athletic Training** characteristic

SLO #5

Never offers new procedures or ideas (0)

Very rarely suggests new ideas (1)

Rarely suggests new ideas for improving methods (2)

Average level of suggestions for improving methods (3)

Consistently suggests beneficial changes and improvements (4)

Very innovative, always offering new imaginative suggestions for improving operations (5)

Innovation

Please rate the following **Athletic Training** characteristic

SLO #1

Never makes an effort to keep others informed (0)

Very Rarely makes an effort to keep others informed (1)

Rarely makes an effort to keep others informed (2)

Usually makes an effort to keep other informed (3)

Consistently makes an effort to keep others informed (4)

Always keeps everyone informed (5)

Communication

Please provide any additional comments that might assist this student in their personal and professional growth

<<

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Appendix B2- Employer Survey

- **Distinguished 90-100/100**
- **Proficient 80-89/100**
- **Passing 70-79/100**
- **Not Passing 0-69/100**

Your name (Last, First)

Supervisor for (Athletic Trainer's full name)

How long has this Athletic Trainer been under your supervision?

Years (number only)

Months (number only)

Your years of experience in the supervisor role (number only)

Please rate the following Foundational Professional Behaviors for the Athletic Trainer listed previously

_____ Primacy of Patient - provides best care available and advocates for patients

_____ Teamed Approach to Practice - ability to work with others and utilizes unique skills of others

_____ Legal Practice - practices in competent manner and recognizes need for compliance with laws

_____ Ethical Practice - complies with NATA Code of Ethics and BOC Standards of Practice

_____ Commitment to Advancing Knowledge - critically examines body of knowledge and uses evidence based practice

_____ Cultural Competence - understands cultural differences and demonstrates behaviors needed for diverse populations

_____ Professionalism - advocates for profession, demonstrates honesty and integrity, and demonstrates effective communication

Can you rate their ability to communicate with coaches, patients, peers, etc...?

Yes

No

Display This Question:

If Can you rate their ability to communicate with coaches, p... Yes Is Selected

Please rate their ability to COMMUNICATE...

_____ with coaches

_____ with patients

_____ with parents

_____ with administrators

_____ with peers/colleagues

_____ with other allied health professionals

Can you rate their confidence to make decisions?

- Yes
- No

Display This Question:

If Can you rate their confidence to make decisions? Yes Is Selected

Rate their CONFIDENCE to make decisions and stand by them

_____ Confidence

Can you rate their independence to work alone?

- Yes
- No

Display This Question:

If Can you rate their independence to work alone? Yes Is Selected

Rate their INDEPENDENCE and ability to work alone

_____ Independence

Can you rate their initiative to think outside of the box?

- Yes
- No

Display This Question:

If Can you rate their initiative to think outside of the box? Yes Is Selected

Rate their INITIATIVE and ability to 'think outside of the box' to find solutions

_____ Initiative

Can you rate their ability to learn from mistakes?

- Yes
- No

Display This Question:

If Can you rate their ability to learn from mistakes? Yes Is Selected

Rate their ability to LEARN from mistakes

_____ Learn from mistakes

Can you rate their work ethic and commitment?

- Yes
- No

Display This Question:

If Can you rate their work ethic and commitment? Yes Is Selected

Rate their WORK ETHIC and commitment to 'get the job done'

_____ Work ethic

How well prepared were they for the workforce when they first started?

_____ Prepared for workforce

Any comments or suggestions to improve the future graduates from this program?



Individual School Report Kansas State University - Bachelor's - KS02

For the 2014-2015 testing year (April 2014 through February 2015) the BOC certification exam consisted of 175 questions (including scored items and unscored experimental items) representing a variety of item types, including multiple-choice, multi-select, drag-and-drop, and focused testlets presented in one part. Candidates had a total of four hours to complete the exam, and candidates had the ability to move forward or backward throughout the entire exam prior to submitting the exam for scoring. For more information on the BOC certification exam, please review the BOC website: www.boccatc.org. Below you will find your program's results as well as results for all candidates.

All Candidates	Your Program	All Candidates	First Time Candidates	Your Program	All Candidates	Retake Candidates	Your Program	All Candidates
^Overall Candidates	26	4176	First Time Candidates	24	3768	Retake Candidates	3	902
^Overall Passing	20	3505	First Time Passing	17	3039	Retake Passing	3	466
Overall Pass Rate	76.92%	83.93%	First Time Pass Rate	70.83%	80.65%	Retake Pass Rate	100%	51.66%

First Time Candidates	Overall Results (2014-2015)		Percent Correct									
			Domain 1		Domain 2		Domain 3		Domain 4		Domain 5	
	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates
Low Score	244	277	52.04%	52.39%	52.04%	52.58%	62.82%	62.08%	51.43%	46.18%	51.07%	52.38%
High Score	656	737	89.72%	89.2%	89.18%	87.4%	88.1%	88.76%	89.58%	89.54%	89.6%	88.58%
Avg Score	351	423	76.87%	77.03%	75.18%	76.73%	82.52%	81.84%	71.78%	75.41%	81.25%	80.18%
Std Dev	88.15	87.51	8.24	8.24	8.2	10.88	7.7	8.24	11.87	9.5	11.79	11.51

Retake Candidates	Overall Results (2014-2015)		Percent Correct									
			Domain 1		Domain 2		Domain 3		Domain 4		Domain 5	
	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates
Low Score	544	554	62.5%	62.99%	62.5%	63.91%	78.5%	78.08%	64.25%	51.44%	61.58%	62.74%
High Score	811	855	82.45%	82.9%	82.35%	81.81%	88.35%	88.8%	88.34%	88.73%	88.16%	88.1%
Avg Score	676	682	80.47%	80.77%	79.42%	80.51%	81.82%	81.58%	78.97%	80.55%	80.18%	80.28%
Std Dev	6.5	48.7%	2.24	8.24	1.05	8.31	4.04	8.11	7.85	9.11	7.88	12.54

Domain	Domain Description	
1	Injury/Illness Prevention and Wellness Protection	<p>^ Overall Candidates is the number of candidates who took the exam one or more times. Overall Passing is the number of candidates who passed their most recent attempt.</p> <p>* Candidate scores are equated and scaled to enable different forms of the examination to be compared. Scores are reportable in a range of 200-800 with the passing point being 500.</p> <p>** Domains are based on the BOC Role Delineation Study/Practice Analysis, Sixth Edition (RD/PA6). RD/PA6 is in effect as of the April 2011 exam window. Domain scores are provided as percent correct scores.</p>
2	Clinical Evaluation and Diagnosis	
3	Immediate and Emergency Care	
4	Treatment and Rehabilitation	
5	Organizational and Professional Health and Well-being	

APPENDIX B4
FNDH 775

- Research Proposal/ Literature Review** _____/100
 - Distinguished 90-100/100
 - Proficient 80-89/100
 - Passing 70-79/100
 - Not Passing 0-69/100

- **Literature Review** _____/50
 - **Paper**
 - Exhaustive review of current literature on topic _____/20
 - Explanation of current research void _____/5
 - Explanation of the need for further research _____/5
 - Clinical relevance to Athletic Training _____/5
 - Appropriate use of medical terminology _____/5
 - Well written _____/5
 - Correct citation formatting _____/5

- **Proposal Presentation 15 minutes** _____/50
 - PowerPoint presentation
 - Time _____/5
 - Clear and concise _____/5
 - References _____/5
 - Statistics _____/5
 - Pictures, diagrams, visuals, etc _____/5
 - Flow of information _____/5

APPENDIX B5
FNDH 889

Research Project

_____/100 points

- Distinguished 90-100/100
- Proficient 80-89/100
- Passing 70-79/100
- Not Passing 0-69/100

• **Presentation 15 minutes**

_____/40

○ **PowerPoint presentation**

- Time _____/10
- Clear and concise _____/5
- References _____/5
- Statistics _____/10
- Pictures, diagrams, visuals, etc _____/5
- Flow of information _____/5

○ **Clinical Bottom Line:**

_____/10

- Present the clinical bottom line, PEARLS, and conclusions drawn from their individual programs
 - Work is unique
 - Clear instructions for future use
 - Proper description of why and when of program
 - Clear PEARL/ tip for clinicians

○ **Statistical Analysis:**

_____/20

- Appropriate Statistical test
- Appropriate Reporting
- Good Visual Representation of results

○ **Handout**

_____/15

- Description/Prescription
- Cues for patient
- Warnings need for possible injury
- Pictures, diagrams, visuals, etc
- Criteria and instruction for progression
- Evidence and proper in-text citations that support the components

• **Question from other students:**

_____/5

- 1.
- 2.
- 3.

• **One question for other students:**

_____/5

- 1.
- 2.
- 3.

Extras

- Using original x-rays, MRIs, visual aids, videos, etc to enhance your presentation
- Creativity and originality in rehab exercises

Research Paper

Research Project

_____/100 points

- Distinguished 90-100/100
- Proficient 80-89/100
- Passing 70-79/100
- Not Passing 0-69/100

• Research Paper

_____/20

○ Abstract

- Clarity _____/5
- Formatting _____/5
- Results/ Statistics _____/5
- Conclusion _____/5

○ Literature Review

_____/20

○ Methods

_____/20

- Appropriate Format _____/5
- Clear description of methods _____/15

○ Statistical Analysis:

_____/20

- Appropriate Statistical test
- Appropriate Reporting
- Good Visual Representation of results

○ Results and Conclusions

_____/20

-
- Appropriate reporting of results _____/10
- Appropriate Conclusions from Study _____/10

April 26, 2017

Kansas State University
Board of Regents Review Committees
State of Kansas

Subject: Master of Science in Athletic Training Faculty Support

Dear Review Committee Members:

Please accept this letter as acknowledgement of continued financial support for the core faculty positions associated with the Masters of Science in Athletic Training new degree proposal. Specifically, Phillip Vardiman- Director, Ryan Thiele- Assistant Professor, the Clinical Coordinator, and the August 2017 Faculty Hire (New Program Proposal, Master of Science in Athletic Training, Core Faculty Table).

The Clinical Coordinator Instructor position, which is currently filled by Morgan Rakestraw, is required to meet the Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards for Athletic Training Programs. Mrs. Rakestraw will continue to serve in this position if she completes her terminal degree before the start of the new program. If necessary, a new hire will be supported to fill this required position. The "August 2017 Hire" position is also a dedicated position and the Athletic Training Faculty Search Committee has completed a successful search and an official offer will be made by May 1, 2017.

Please contact us with any questions that you may have. Thank you for your consideration of our new program proposal.

Respectfully,



John Buckwalter, PhD
Dean
College of Human Ecology



Mark Haub, PhD
Department Head
Food, Nutrition, Dietetics and Health