MEETING AGENDA

April 26, 2019

Michael J. Farrell, Chair
Jenny Allen
James Dailey
Diane Lewis
Dale Lowther
Andrew Payne
Donna Schulte
Steve Paine, Ed.D., Ex-Officio
Robert Brown, Ex-Officio

Carolyn Long, Interim Chancellor

Directions to the West Virginia **Regional Technology Park**

2000 Union Carbide Drive, South Charleston, West Virginia

Arriving from the EAST on I-64
(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
4. Proceed to Building 2000

Arriving from the WEST on I-64
(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
7. Proceed to Building 2000

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

April 26, 2019 | 9:00 a.m. | West Virginia Regional Technology Park

AGENDA

I. Call to Order

II. Approval of Minutes *(Pages 4-10)*

III. Chairman's Report

A. Formation of Nominating Committee

IV. Chancellor's Report

V. Council of Presidents' Report

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees
B. Advisory Council of Faculty
C. Advisory Council of Students

VII. West Virginia Regional Technology Park Report

VIII. Approval of Institution Capital Assessments for Fiscal Year 2020 *(Pages 11-13)*

IX. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program *(Pages 14-16)*

X. Approval of Fiscal Year 2020 Distribution Plan for the West Virginia Higher Education Grant Program *(Pages 17-18)*

XI. Update on West Virginia Higher Education Retirement Plan Transition to Sole Record-Keeper *(Pages 19-27)*

XII. Approval of Revisions to Athletic Training Program *(Pages 28-123)*

XIII. Biennial Productivity Review of 2015 Probationary Programs *(Pages 124-126)*

XIV. Program Productivity Review *(Pages 127-129)*

XV. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

A. Confirmation of Interim President at Bluefield State College
B. Appointment of Interim Chancellor for Higher Education

XVI. Additional Board Action and Comment

XVII. Adjournment

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
Work Session

January 30, 2019

I. Call to Order

Chairman Michael J. Farrell convened a work session of the Higher Education Policy Commission at 10:00 a.m., in the Ninth Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated by phone: Michael Farrell and Dale Lowther. Also in attendance were Interim Chancellor Carolyn Long and staff, state college and university presidents and staff, and others.

II. Review of February 8, 2019 Agenda

Commission staff provided an overview of the items on the agenda for the February 8, 2019 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

_____
Michael J. Farrell, Chairman

_____
Diane Lewis, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

February 8, 2019

I. Call to Order

Chairman Michael J. Farrell convened a telephone meeting of the Higher Education Policy Commission on February 8, 2019, at 9:00 a.m., in the Ninth Floor Conference Room, at 1018 Kanawha Boulevard, East, Charleston, West Virginia. The following Commissioners participated: Jenny Allen, James Dailey, Michael Farrell, Diane Lewis, Dale Lowther, and Andrew Payne. Absent were Commissioners Robert Brown, Ex-Officio; Dr. Steven Paine, Ex-Officio; and Ms. Donna Schulte. Also participating were Interim Chancellor Carolyn Long, institutional presidents, higher education staff, members of the classified staff council, and others.

II. Approval of Minutes

Commissioner Lowther moved to approve the minutes of the meetings held on November 7 and November 16, 2018. Commissioner Payne seconded the motion. Motion passed.

III. Chairman's Report

Chairman Farrell welcomed Commission members and the audience to the meeting. He stated that we are at a crossroads in higher education and his message to all, in particular the institutions, is to stay in touch with their area legislators during the legislative session.

IV. Chancellor's Report

Ms. Carolyn Long, Interim Chancellor, thanked all who participated in Higher Education Day at the Legislature. She stated that through coordination by higher education staff and the institutions, it was very successful. Chancellor Long stated that staff is working very hard following legislation related to higher education. They meet with legislators and their staffs, at their request, and to advocate on behalf of the system. She hopes that higher education will come out of the legislative session without any budget cuts and perhaps with additional funds to allow the institutions more financial flexibility.

V. Council of Presidents' Report

Dr. Anthony Jenkins, President of West Virginia State University, reported that the presidents met prior to the Commission meeting. He expressed the condolences of the Council to Concord University President Kendra Boggess on the recent loss

of her husband, Dr. Ted Boggess. President Jenkins thanked Chancellor Long for meeting with the presidents and her support of the institutions. He stated that the Council discussed the current legislative session and outlined strategy for action regarding any legislation that may adversely impact the institutions. The presidents continue to monitor the Blue Ribbon Commission on Four-Year Higher Education as it continues its work on proposed modifications to the governance of higher education in West Virginia.

VI. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Carrie Watters, representative of the statewide Advisory Council of Classified Employees, reported that the Council is following all legislation dealing with higher education. The Council is meeting with legislators and presenting a unified agenda to better public higher education in West Virginia. Of concern is that recommendations of the Blue Ribbon Commission on Four-Year Higher Education have not been introduced in any current legislation as the timing is of importance. Ms. Watters emphasized the Council's support for the Councils of Faculty and Students on their mission to seek low cost or free instructional materials. She added that the Council has communicated to legislators the burden that the proposed 80-20 charge-back to fund PEIA will have on the institutions.

B. Advisory Council of Faculty

The Council did not present a report.

C. Advisory Council of Students

The Council did not present a report.

VII. West Virginia Regional Technology Park Report

Dr. Russell Kruzelock, Chief Executive Officer of the WV Regional Technology Park, reported on recent developments at the Park. He stated that N3 is planning to occupy the WR Grace space; new tenants include SelenBio, Inc., a biotechnology company specializing in the prevention of bacterial biofilm formation; Hackett Praxis, LLC, a technology and management consulting practice; Cultivate Appalachia Foundation which works to revitalize the Appalachian region through economic programs, mine reclamation, and growing agricultural products; and Dalewood Equipment, which is currently working with Nasa Goddard, the University of Maryland, and CoolCad Electronics to purchase ultraviolet light detection technology. Dr. Kruzelock added that efforts continue to promote the Park.

Chairman Farrell asked Dr. Kruzelock to provide a list of current tenants for distribution to the Commissioners.

VIII. Approval of Revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes

Ms. Candace Kraus, Interim General Counsel, presented an overview of the proposed revisions to Series 25.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Lewis seconded the motion. Motion passed.

IX. Presentation of 2018 Health Sciences and Rural Health Report Card

Dr. Robert Walker, Vice Chancellor of Health Sciences, provided an overview of the 2018 Health Sciences and Rural Health Report Card. He reported that it includes admissions data, licensure exam data, and student debt data from the state's three medical schools; graduation data from other health professions programs, Health Sciences Service Program and Medical Student Loan Program data; and Rural Health Initiative program profiles. Dr. Walker highlighted parts of the report card.

X. Presentation of 2018 Higher Education Report Card

Dr. Christopher Treadway, Senior Director of Research and Policy, provided an overview of the 2018 Higher Education Report Card. He stated that this annual accountability report provides year-end higher education statistics for the Commission and the West Virginia Council for Community and Technical College Education. Many of the enrollment, retention, graduation, and financial aid statistics are reflective of the individual master plans approved by the Commission and the Council. This edition primarily focuses on the 2017-18 academic year. Dr. Treadway highlighted parts of the report card.

XI. Presentation of New Program Post-Approval Audits

Dr. Mark Stotler, Director of Academic Programming, stated that all program proposals approved by the Commission are reviewed in relation to the original proposal three years after the initial approval. He highlighted post-approval audits of programs at Shepherd University, West Liberty University, and West Virginia

State University.

XII. Legislative Update

Mr. Mathew Turner, Executive Vice Chancellor for Administration, provided a summary of legislative activity related to higher education. The West Virginia Legislature's Regular Session concludes on March 9, 2019. Mr. Turner stated that Commission staff have met with the new chairs of the Education and Finance Committees and are in regular contact with their staff. Legislative staff have sought our input regarding the impact that proposed legislation may have on higher education. He added that staff is tracking 25 bills closely related to higher education. Of particular interest are House Bill 2862, proposing to modify the Underwood-Smith scholarship and loan assistance program and teacher scholarship and loan program beginning in 2020; and House Bill 2519, the Campus Self Defense Act, removing restrictions related to gun possession on the premises of higher education institutions. Mr. Turner further stated that there is great concern among the institutions regarding the burden that funding of PEIA and the 5 percent salary increases will place on their budgets. A shortfall of approximately $35 million is anticipated, as the budget bill does not allocate enough monies to fund these two expenses. Mr. Turner added that Commission staff is diligently advocating on behalf of higher education with legislators and officials within the Governor's Office.

XIII. Additional Board Action and Comment

Chairman Farrell announced the departure of Dr. Adam Green as Vice Chancellor of Student Affairs. Dr. Green has accepted the position of Vice President of the Education Alliance. The Chairman expressed his personal gratitude and respect, and that of the Commission, to Dr. Green stating that he not only had a profound impact on education at the state level but nationally. Commissioner Allen joined in thanking Dr. Green for all he has done for the students and higher education.

XIV. Adjournment

There being no further business, Commissioner Lewis moved to adjourn the meeting. Commissioner Allen seconded the motion. Motion passed.

_____
Michael J. Farrell, Chairman

_____
Diane Lewis, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SPECIAL MEETING

March 22, 2019

I. Call to Order

Chairman Michael Farrell convened a special meeting of the Higher Education Policy Commission at 9:30 a.m. in the Ninth Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated: Jenny Allen, Robert Brown, James Dailey, Michael Farrell, Diane Lewis, Dale Lowther, Steven Paine, Andrew Payne, and Donna Schulte. Others attending included Interim Chancellor Carolyn Long, Commission staff, state college and university representatives, and members of the news media.

Chairman Farrell gave a brief overview of the agenda. He announced that the Commission would meet in executive session.

II. Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

Commissioner Lewis moved to convene in Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues related to the anticipated resignation by Interim Chancellor Carolyn Long. Commissioner Allen seconded the motion. Motion passed.

After returning from deliberations, Commissioner Dailey moved to rise from Executive Session. Commissioner Allen seconded the motion. Motion passed.

III. Action Resulting from Executive Session

Commissioner Payne moved to accept the resignation of Interim Chancellor Carolyn Long effective May 15, 2019. Commissioner Lowther seconded the motion. Motion passed.

IV. Board Comments

Chairman Farrell expressed to Interim Chancellor Long the Commission's deep appreciation for her outstanding service. He announced that the Commission would begin immediately to accept applications from all interested parties for the position of Interim Chancellor until the close of business on April 10, 2019. The Policy Commission will then review the applications submitted and, likely, have a final candidate for approval at its April 26, 2019 meeting.

V. Adjournment

There being no further business, Commissioner Payne moved to adjourn the meeting. Commissioner Lewis seconded the motion. Motion passed.

_____
Michael J. Farrell, Chairman

_____
Diane Lewis, Secretary

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM:	Approval of Institution Capital Assessments for Fiscal Year 2020
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2020.
STAFF MEMBER:	Ed Magee

BACKGROUND:

The Commission staff pays system-wide debt service payments on behalf of the four-year and two-year institutions to the trustees, the Municipal Bond Commission and The Bank of New York Mellon. Approval of the Fiscal Year (FY) 2020 allocations are requested.

Table 1 shows the total amount of debt service payments due in Fiscal Year 2020. Of the $33,161,845 required for this year, $12,541,563 must be allocated to institutions and paid from student fees; $19,281,997 will be paid from Lottery revenue appropriated to the Commission; and $1,338,285 will be paid from the Federal Government as a subsidy from the 2010 Build America Bonds. Beginning in FY 2014, this subsidy was reduced by the Federal Government annually by about $99,000 on average. Because this annual reduction is expected to continue, the 2017 refunding reduced the debt service requirement from Lottery revenues to ensure sufficient funds are available to pay the annual debt service.

Staff requests the approval of the Commission and the West Virginia Council for Community and Technical College Education to allocate the student fee portion of the FY 2020 debt service, $12,541,563, and the facilities planning and administration assessment of $441,111 as shown in Table 2 to the institutions. This assessment is allocated by the percentage of institutional square feet.

Staff will move the funds from the institutions' accounts on September 1 and March 1 to make the debt service payments to the trustees. Institutions are restricted from using their Education and General Capital Fees until adequate funds have been collected for debt service payments in any given fiscal year.

Table 1

West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2020 Capital Debt Payment Summary

	FY 2020 PAYMENTS			
	Principal	**Interest**	**Total**	**Principal Outstanding**
Higher Education Policy Commission System Bonds				
Series 1998 A	2,400,000	1,414,313	**$3,814,313**	**$24,425,000**
Series 2000 A	2,046,188	4,753,812	**$6,800,000**	**$15,658,836**
Series 2017 HEPC	1,350,000	577,250	**$1,927,250**	**$10,195,000**
Total University System Bonds	**$5,796,188**	**$6,745,375**	**$12,541,563**	**$50,278,836**
Excess Lottery Revenue Bonds:				
Series 2010 A and B	1,735,000	3,893,073	**$4,289,788**	**$50,265,000**
Series 2012 AB	5,090,000	4,904,709	**$9,994,709**	**$103,110,000**
Series 2017 CTC	1,885,000	3,112,500	**$4,997,500**	**$62,160,000**
Series 2017 HEPC	0	603,500	**$603,500**	**$12,070,000**
Total Excess Lottery Revenue Bonds	**$8,710,000**	**$11,910,282**	**$19,281,997**	**$227,605,000**
Total FY 2020 Debt Service Payments	**$14,506,188**	**$18,655,657**	**$31,823,560**	**$277,883,836**
Fund 4903	12,621,188	15,543,157	26,826,060	215,723,836
Fund 4908	1,885,000	3,112,500	4,997,500	62,160,000
	$14,506,188	**$18,655,657**	**$31,823,560**	**$277,883,836**

Table 2

West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2020 Institutional Assessments to Cover System Bond Debt

Formula based System Bonds Debt Schedule								
Institution	**Principal**	**Interest**	**Facilities Fee**	**Square Feet**	**Percent**	**Total**	**1st Half Assessment**	**2nd Half Assessment**
Blue Ridge Community and Technical College	$0	$0	$2,112	132,096	0.48%	**$2,112**	$1,056	$1,056
Bluefield State College	0	0	5,926	370,571	1.34%	**5,926**	2,963	2,963
BridgeValley Community and Technical College	0	0	6,608	413,201	1.50%	**6,608**	3,304	3,304
Concord University	0	0	13,912	869,939	3.15%	**13,912**	6,956	6,956
Eastern West Virginia Community and Technical College			884	55,309	0.20%	**884**	442	442
Fairmont State University	187,212	80,050	22,645	1,416,080	5.13%	**289,907**	144,954	144,953
Glenville State College	59,825	25,581	12,790	799,828	2.90%	**98,196**	49,098	49,098
Marshall University	903,723	386,425	76,668	4,794,311	17.38%	**1,366,816**	683,408	683,408
Mountwest Community and Technical College	53,630	22,932	2,920	182,589	0.66%	**79,482**	39,741	39,741
New River Community and Technical College	0	0	5,034	314,801	1.14%	**5,034**	2,517	2,517
Pierpont Community and Technical College			1,174	73,400	0.27%	**1,174**	587	587
Potomac State College	0	0	10,660	666,619	2.42%	**10,660**	5,330	5,330
Shepherd University	0	0	16,939	1,059,224	3.84%	**16,939**	8,469	8,470
Southern West Virginia Community and Technical College			4,959	310,084	1.12%	**4,959**	2,479	2,480
West Liberty University	145,610	62,262	16,925	1,058,389	3.84%	**224,797**	112,399	112,398
West Virginia Northern Community College	0	0	4,804	300,425	1.09%	**4,804**	2,402	2,402
West Virginia School of Osteopathic Medicine			7,429	464,529	1.68%	**7,429**	3,714	3,715
West Virginia State University	0	0	16,057	1,004,098	3.64%	**16,057**	8,029	8,028
West Virginia University	4,446,188	6,168,125	207,102	12,950,747	46.95%	**10,821,415**	5,410,707	5,410,708
WVU Parkersburg	0	0	5,563	347,871	1.26%	**5,563**	2,781	2,782
Total System Bonds	**$5,796,188**	**$6,745,375**	**$441,111**	**$27,584,111**	**100.00%**	**$12,982,674**	**$6,491,336**	**$6,491,338**

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM:	Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves proposed eligibility requirements, the annual award amount, and summer awards for the PROMISE Scholarship Program.
STAFF MEMBER:	Brian Weingart

BACKGROUND:

The PROMISE Scholarship is a merit-based financial aid program for West Virginia residents. Students who achieve certain academic goals are eligible to receive annual awards to help offset the cost of tuition and mandatory fees at public or independent institutions in West Virginia.

Eligibility Requirements

The current scholarship eligibility requirements for high school and homeschooled applicants require a 3.00 core and overall high school grade point average (GPA) and a 22 ACT composite score with a 20 in each of the four subject areas (English, mathematics, reading, and science) or a 1100 SAT combined score with a 530 score in evidenced based reading and writing and a 520 score in mathematics.

Eligibility requirements for those attending an approved alternative education program must meet the academic eligibility criteria above and average a 550 on each section of the TASC.

Eligibility requirements for those attending an out-of-state high school but reside in West Virginia must meet the academic eligibility criteria above and the high school must verify that the student commuted on a daily basis from West Virginia the entire time the student attended the out-of-state high school.

Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2020-2021 academic year.

Annual Award Amount

Due to the current budget projections, staff proposes to maintain the award level for the 2019-20 academic year at the lesser of tuition and mandatory fees, or $4,750 annually. Staff also recommends that the Student Financial Aid Advisory Board continue to closely monitor the program so that the costs of the program not exceed available funds. Staff encourages that these options not be limited merely to changing qualification criteria but also include other policy changes that may help the PROMISE program work to further other financial aid and educational goals of the state. However, if there is a budget cut or legislative changes to the program, the program will have to increase the standards necessary for students to qualify for PROMISE.

Summer Awards

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during Summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end. Below is a chart on PROMISE awarded in the summer. Staff proposes to continue summer PROMISE awards based upon available funding.

Year	Recipients	Average Award	Total Awards
2010	46	$2,210	$101,639
2011	72	$2,142	$154,233
2012	74	$1,940	$143,530
2013	83	$2,103	$174,572
2014	78	$2,057	$160,449
2015	86	$2,095	$180,186
2016	99	$2,128	$210,658
2017	99	$2,019	$199,853
2018	130	$2,128	$276,625

PROMISE Scholarship Cost Projections

The following table provides projections through FY 2021 based on the following parameters:

- Annual funding has been constant at $47.5 million beginning in FY 2012.
- Scholars who began enrollment after January 1, 2010 are eligible to receive the lesser of $4,750 or full tuition and fees.
- The projected number of students qualifying for and accepting PROMISE as well as their choice of institution and retention levels are based on historical data.

PROMISE SCHOLARSHIP PROGRAM COST ESTIMATES
Revenues and Expenditures

Fiscal Year 2018			
Revenue		Expenditures	
Statutory Transfers	$47,500,000	Administrative Costs	$661,861
Investment Earnings	$4,952	Scholarships	$47,396,369
Total Revenue	**$47,504,952**	**Total Expenses**	**$48,058,230**
Carry Forward	$2,228,884		
Total Assets	**$49,733,836**	**Ending Balance (06/30/2018)**	**$1,713,562**
Fiscal Year 2019			
Revenue		Expenditures	
Statutory Transfers	$47,500,000	Administrative Costs	$688,336
Investment Earnings	$11,619	Scholarships	$47,175,601
Total Revenue	**$47,511,619**	**Total Expenses**	**$47,863,936**
Carry Forward	$1,713,562		
Total Assets	**$49,225,181**	**Ending Balance (06/30/2019)**	**$1,361,245**
Fiscal Year 2020			
Revenue		Expenditures	
Statutory Transfers	$47,500,000	Administrative Costs	$715,869
Investment Earnings	$11,619	Scholarships	$46,611,416
Total Revenue	**$47,511,619**	**Total Expenses**	**$47,327,285**
Carry Forward	$1,361,245		
Total Assets	**$48,872,864**	**Ending Balance (06/30/2020)**	**$1,545,578**
Fiscal Year 2021			
Revenue		Expenditures	
Statutory Transfers	$47,500,000	Administrative Costs	$744,504
Investment Earnings	$11,619	Scholarships	$45,630,980
Total Revenue	**$47,511,619**	**Total Expenses**	**$46,375,484**
Carry Forward	$1,545,578		
Total Assets	**$49,057,197**	**Ending Balance (06/30/2020)**	**$2,681,714**

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM:	Approval of Fiscal Year 2020 Distribution Plan for the West Virginia Higher Education Grant Program
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2020 Distribution Plan for the West Virginia Higher Education Grant Program.
STAFF MEMBER:	Brian Weingart

BACKGROUND:

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions.

Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks.

Financial aid has been protected from the budget cuts through a commitment from the Governor, the Legislature, and the Commission so that higher education can be affordable for West Virginia students. The following provides an overview of the proposed distribution plan for the 2019-2020 academic year.

Revenue

The Higher Education Grant Program receives funding from general revenue and carry forward balances. Fiscal Year (FY) 2020 funding, not including carry-forward, should total just over $40.6 million:

• *State Appropriation - $40,619,864.* The Legislature appropriates funds annually directly to the Higher Education Grant Program. The estimated FY 2020 appropriation is the same as the FY 2019 appropriation.

Based upon current projections, funding may be used to increase the award amount by $100 for the 2019-2020 award year.

Proposed FY 2020 Higher Education Grant Program Funding Summary

	Budget Presented to SFAAB
State Appropriations	$40,619,864
3% Administrative Allowance	($1,218,596)
Estimated Carry-Forward	$5,068,151
Total	**$44,469,419**

The Higher Education Student Financial Aid Advisory Board (SFAAB) proposes to increase the award amount by $100 during the 2019-2020 year and two award levels in order to simplify the award process for institutions. The SFAAB recommends a maximum award amount of $2,800 for students who are Pell Grant eligible and a maximum award amount of $2,400 for students above Pell Grant eligibility up to an 11,000 EFC. The maximum EFC for eligibility is being set at 11,000 in order to provide the ability to award as many needy students as possible should funds be available.

Non-Traditional Students (adults over the age of 25)

Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, the SFAAB proposes for the 2019-2020 academic year a priority application date of July 1, 2019 for:

1) Students 25 years of age or older;
2) Students who have not previously received the Higher Education Grant; and
3) Have an EFC under 11,000.

The SFAAB proposes a secondary application deadline of July 31, 2019 for the late filing non-traditional population, if funding allows, to better utilize the funding that is set aside for this subgroup.

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM:	Update on West Virginia Higher Education Retirement Plan Transition to Sole Record-Keeper
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Patricia Humphries

BACKGROUND:

Since 2014, staff have worked with the Teachers Insurance and Annuity Association (TIAA) to improve efficiencies, ensure regulatory compliance and reduce the cost of plan administration while improving the probability of investment growth for participants of the Qualified 401(a) Plan, the 403(b) Supplemental Plan and 457(b) Supplemental Plans.

The cost of administering the approximate $3.8 billion Higher Education Retirement Plan and supplemental retirement savings plans is referenced as "the plan revenue requirement." The plan revenue requirement covers expenses for plan recordkeeping, plan sponsor support, administration/investment services, regulatory compliance, as well as participant education and support. These efforts to improve efficiencies and reduce costs have been successful to reduce plan cost to TIAA plan participants from

16.5 to 10.5 basis points in November 2016
10.5 to 7.0 basis points in November 2018
7.0 to 5.9 basis points effective July 1, 2019

To further reduce the cost of plan administration and improve plan sponsor compliance while increasing services to participants, the Commission approved transition of the higher education retirement plan to a sole record-keeper in November 2018.

The Commission Finance Committee has met monthly with the TIAA Integrated Services and TIAA Transition teams to establish the transition plan, map investments, approve investment menu enhancements and establish a high-level timeline for transition to a single provider/record-keeper. Communications about the project will begin immediately. It is anticipated that the conversion will be completed by the end of October 2019.

Key elements of the investment menu enhancements are outlined in the attached summary report.

West Virginia Higher Education Policy Commission

April 2019

West Virginia Higher Education Policy Commission

Investment Menu Enhancements

- Implement an investment menu that provides prudent choices of passive and actively managed annuity funds and mutual funds for optimal diversification across assets classes. The annuity funds also provide for lifetime income for participants concerned about outliving their retirement assets.
- Utilize an “open architecture” framework for an investment menu that incorporates TIAA asset management and non-proprietary investment options.
- Streamline the investment offerings to allow for appropriate mapping of Empower assets to TIAA’s record keeping system. The investment menu changes support participant investment decisions rather than simply retaining all of the investments currently available through Empower and TIAA. The new investment menu design represents the best interest of all participants under the WVHEPC plans.
- Create an investment menu that is in line with industry standards around open architecture and fee transparency (zero revenue share funds when available).

Note: Open architecture ensures that a participant can satisfy all their financial needs and that the investment firm can act in each participant's best interests by recommending the financial products best suited to that participant, even if they are not proprietary products.

Key Elements of Enhancements

- One Target Date Solution to be offered as the Qualified Default Investment Alternative.
- Reduce the number of investments across the plans to 22 options.
- Build an investment menu focused on zero revenue share options when possible or available.
- Reduced fund fees and incorporate fee leveling to drive fee fairness and transparency.
- Increase the number of non-TIAA managed investment options
- Increase the number of index investment options for investors that prefer passive management with pure index exposure and lower costs.
- Investment menu selection with a focus on performance, risk-adjusted returns and fund costs.

Investment Menu Additions/Deletions with Mapping

Mutual Fund Enhancements To The Plans.

NEW Fund Additions List with tickers:

Ticker	Investment Name	Total Expense Ratio
VBIMX	Vanguard Intermediate-Term Bond Index I	.05%
PRUFX	T. Rowe Price Growth Stock I	.52%
RWMGX	American Funds Washington Mutual R6	.29%
HRAUX	Eagle Mid-Cap Growth R6	.66%
VIMAX	Vanguard Mid-Cap Index Admiral	.05%
JGSMX	JPMorgan Small Cap Growth R6	.78%
VSMAX	Vanguard Small Cap Index Admiral	.05%
RERGX	American Funds Europacific Growth R6	.49%
SWISX	Schwab International Index	.06%
DFEMX	DFA Emerging Markets I	.47%
VGSNX	Vanguard REIT Index I	.10%
BRHYX	BlackRock High Yield Bond K	.50%

West Virginia Higher Education Policy Commission

Enhanced Investment Menu with Fund Mapping

Current Fund		Requested Action	Future Fund (Could be Existing or New Fund)	
Current Ticker	**Current Investment Name**	**Close or Restrict? See Definitions below.**	**Future Ticker**	**Future Investment Name**
MXAPX	Great-West Aggressive Profile Fund Inv	Close	VARIABLE	TIAA-CREF Lifecycle Funds
MXCPX	Great-West Conservative Profile Fund Inv	Close	VARIABLE	TIAA-CREF Lifecycle Funds
MXBPX	Great-West Mod Aggr Profile Fund Inv	Close	VARIABLE	TIAA-CREF Lifecycle Funds
MXDPX	Great-West Mod Cons Profile Fund Inv	Close	VARIABLE	TIAA-CREF Lifecycle Funds
MXMPX	Great-West Moderate Profile Fund Inv	Close	VARIABLE	TIAA-CREF Lifecycle Funds
QCMMIX	CREF Money Market R3	Restrict	TSVX#	TIAA Stable Value
MXMXX	Great-West Government Money Mkt Fund Inv	Close	TSVX#	TIAA Stable Value
TISIX	TIAA-CREF Short Term Bond I	Close	TSVX#	TIAA Stable Value
DCPAX	BNY Mellon Insight Core Plus A	Close	VBIMX	Vanguard Interm-Term Bond Index I
PLGBX	PIMCO Long-Term US Government Admin	Close	VBIMX	Vanguard Interm-Term Bond Index I
TIBFX	TIAA-CREF Bond Plus I	Close	VBIMX	Vanguard Interm-Term Bond Index I
TIHYX	TIAA-CREF High-Yield I	Close	BRHYX	BlackRock High Yield Bond K
TIGRX	TIAA-CREF Growth & Income I	Close	PRUFX	T. Rowe Price Growth Stock I
TILGX	TIAA-CREF Large-Cap Growth I	Close	PRUFX	T. Rowe Price Growth Stock I
AGTHX	American Funds Growth Fund A	Close	PRUFX	T. Rowe Price Growth Stock I
QCEQIX	CREF Equity Index Account R3	Restrict	TISPX	TIAA-CREF S&P 500 Index Fund Institutional
MXVIX	Great West S&P 500 Index Fund	Close	TISPX	TIAA-CREF S&P 500 Index Fund Institutional
TISCX	TIAA-CREF Social Choice Equity Fund I	Close	TISPX	TIAA-CREF S&P 500 Index Fund Institutional
TRLIX	TIAA-CREF Large-Cap Value Fund I	Close	RWMGX	American Funds Washington Mutual R6
TWEIX	American Century Equity Income	Close	RWMGX	American Funds Washington Mutual R6
VVOAX	Invesco Value Opportunities A	Close	RWMGX	American Funds Washington Mutual R6
BGRFX	Baron Growth Retail	Close	HRAUX	Carillon Eagle Mid Cap Growth R6
TRPWX	TIAA-CREF Mid-Cap Growth Fund I	Close	HRAUX	Carillon Eagle Mid Cap Growth R6
ARTMX	Artisan Mid Cap Inv	Close	HRAUX	Carillon Eagle Mid Cap Growth R6
CAAPX	Ariel Appreciation Fund	Close	VIMAX	Vanguard Mid Cap Index Admiral
TIMVX	TIAA-CREF Mid-Cap Value Fund I	Close	VIMAX	Vanguard Mid Cap Index Admiral
TISEX	TIAA-CREF Small-Cap Equity Fund I	Close	JGSMX	JPMorgan Small Cap Growth R6
HRTVX	Heartland Value Fund	Close	VSMAX	Vanguard Small Cap Index Admiral
LSCRX	Loomis Sayles Small Cap Value Retail	Close	VSMAX	Vanguard Small Cap Index Admiral
TIIEX	TIAA-CREF International Equity Fund I	Close	RERGX	American Funds Euro Pacific Growth Fund R6
ARTIX	Artisan International Inv	Close	RERGX	American Funds Euro Pacific Growth Fund R6
TEMLX	TIAA-CREF Emerging Markets Equity Fund I	Close	DFEMX	DFA Emerging Markets I
TIREX	TIAA-CREF Real Estate Securities Fund I	Close	VGSNX	Vanguard Real Estate Index I
MUSDX	Morgan Stanley Inst US Real Estate P	Close	VGSNX	Vanguard Real Estate Index I

Mapping Action Options: Orange are Empower Funds, Yellow are CREF Annuity Funds and Blue are TIAA-CREF Mutual Funds

Close - Assets and Future Allocations will be mapped to the new fund and current fund will be removed from the menu.

Restrict - Future Allocations will be mapped to new fund. Assets will remain in the current fund and current fund will be restricted in future investment lineups.

Disclosures

TIAA-CREF is providing educational services concerning plan menu construction and the plan sponsor's fiduciary duties under its plan. It is not providing investment advice and is not a plan fiduciary with respect to the education and information presented herein. Note also that TIAA cannot and does not provide legal advice and that we recommend that you seek such advice from your own legal advisors.

This material is approved for a private presentation by authorized individuals only and, accordingly, this material is not to be reproduced in whole or in part or used for any purpose except as authorized by TIAA CREF Institutional Sales and Services. This material is to be treated as strictly confidential and not disclosed directly or indirectly to any party other than the recipient. This material is not approved for public use or distribution. The material is for informational purposes only and should not be regarded as a recommendation or an offer to buy or sell any product or service to which this information may relate. Certain products and services may not be available to all entities or persons.

Investment, insurance and annuity products are not FDIC insured, are not bank guaranteed, are not deposits, are not insured by any federal government agency, are not a condition to any banking service or activity, and may lose value.

TIAA-CREF products may be subject to market and other risk factors. See the applicable product literature or visit TIAA-CREF.org for details.

You should consider the investment objectives, risks, charges and expenses carefully before investing. Please call 877- 518-9161 for a prospectus that contains this and other information. Please read the prospectus carefully before investing.

TIAA-CREF Individual & Institutional Services, LLC, Teachers Personal Investors Services, Inc., and Nuveen Securities, LLC, Members FINRA and SIPC, distribute securities products. Annuity contracts and certificates are issued by Teachers Insurance and Annuity Association (TIAA) of America and College Retirement Equities Fund (CREF), New York, NY.

tiaa.org


TIAA

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM:	Approval of Revisions to Athletic Training Program
INSTITUTION:	Concord University
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission approves the revisions to the athletic training program at Concord University.
STAFF MEMBER:	Corley Dennison

BACKGROUND:

Due to changes in national programmatic accreditation from the Commission for the Accreditation of Athletic Training Education (CCATE), the awarding of a bachelor's degree will no longer qualify students to sit for licensure in athletic training. Therefore, it has become necessary for Concord University to make changes in its athletic training program. After 2022, CCATE will no longer accredit undergraduate programs. Meeting this new accrediting requirement will create two changes in academic programs at Concord:

- Modify the Bachelor of Science in Athletic Training into a Bachelor of Science in Health Sciences (BSHS) to be awarded after successful completion of 120 credit hours (proposal attached).
- Modify the athletic training program into a 3+2 graduate program for a Master of Science in Athletic Training (MSAT). Upon completion of the MSAT, the student will be able to sit for the Board of Certification examination (proposal attached).

The proposed 160 credit hour program combines 90 credit hours of undergraduate coursework with 70 additional hours of graduate level coursework. In the semester of the 90th hour of coursework, the student applies to the graduate level and professional phase of the program with courses to begin in the summer between the third and fourth year. After completion of the fourth year of studies (120 credit hours), the student is to be awarded the BSHS.

The first cohort of students admitted to the 3+2 program is to be this fall, August 2019. The first master's level courses in the program are to be offered in the summer of 2021.

The following is recommended:

- The Master of Science Athletic Training program be approved for implementation

in fall 2021.

- In the 2024-25 academic year, the Commission will conduct a post-audit review of the program to assess progress toward successful implementation.
- The Bachelor of Health Science will remain in the regular program review cycle.

Note, the U.S. Department of Education has placed the State of West Virginia on Heightened Cash Monitoring and on Program Participation Agreement (Provisional Approval) or PPA. Concord University may not add any new degree programs without specific approval from the U.S. Department of Education.

Bachelor of Science in Health Science

Degree and Program

Concord University

Athens, WV

January 28, 2019

Prepared by:

John C. Roberts, Jr. MSEd, ATC

Laura Wamsley, Ed.D, ATC

X_____Degree
X_____Major
_____Specialization

X_____Undergraduate
_____Graduate

New Degree/Major/Specialization Full Proposal

Name of Institution: Concord University

Location: Athens, WV 24712

Date Category of Action Required: For Program Implementation in fall 2019

Title: Bachelor Science of Health Science (BSHS)

Department (location of Degree/Major/Specialization):
Department of Health Science

Total Credit Hours: 120 for BSHS degree (161 credit hours for a 3+2 graduate program BSHS & MSAT

CIP Code for this Degree/Major/Specialization (As labeled in the Banner screen STVMAJR):
Title – Health Services/Allied Health/Health Sciences, General; CIP Code – 51.00

Effective date: X_____ Fall _____ Spring semester of 2019

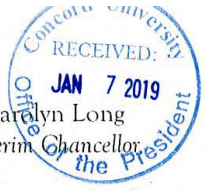
Signature of Department Chair
_____Date_____

Division (location of Degree/Major/Specialization):
College of Natural Sciences, Mathematics, and Health

Signature of Dean
_____Date_____

Michael J. Farrell, Esq.
Chair

Carolyn Long
Interim Chancellor



West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700 • Charleston, West Virginia 25301
(304) 558-2101 *phone* • (304) 558-1011 *fax*
www.wvhepc.edu

December 19, 2018

Dr. Kendra Boggess
President
Concord University
Post Office Box 1000
Athens, WV 24712

Dear Dr. Boggess:

As no concerns regarding the Notice to Plan for the B.S. Health Sciences program were received, I acknowledge the request from Concord University to initiate the development of the new program.

The proposal for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs.* While the proposal will need to address the appropriate elements of Series 11, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed program.

Addressing these issues will facilitate the timely review of your program proposals, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

Carolyn Long
Interim Chancellor

C: Dr. Peter Viscusi, Provost, Concord University
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs, Policy Commission

Contents

Appendices

List of Tables

Concord University
Bachelor of Science in Health Science

Program Description (6.2.)

Program Description: Program Objectives (6.2.a.)

The Bachelor of Science in Health Science (BSHS) at Concord University will prepare students for admission into the Master of Science in Athletic Training graduate program. The graduate Athletic Training Program at Concord University will prepare students for entry into the athletic training profession. Upon completion of the MSAT, the student will be eligible to sit for the BOC Examination.

Concord University Mission

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community.

Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication, and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

Educational Goals of Concord University

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

- The General Studies Program provides opportunities to begin developing skills needed for addressing complex issues, to build a foundational knowledge base for lifelong

learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment.

- Building on the General Studies program, the baccalaureate degree programs provide opportunities for in-depth study in a student's chosen field(s).
- Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy, adapted as needed for the demands of various kinds of discourse:
    - listening and speaking
    - reading and writing
    - numeracy
    - graphic communication
    - non-verbal communication
    - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices
2. An awareness of the fundamental characteristics and properties of the physical universe.
3. An ability to interpret events and trends within historical contexts.
4. Acquaintance with principles underlying languages - for example, linguistic, mathematical, and computer-language systems.
5. A recognition of the complex interactions between organisms, including human beings, and their environments.
6. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.
7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership--including leadership by example--and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

Mission: The primary mission of the BSHS will be to serve as a pathway to the MSAT. The primary mission of the CU graduate MSAT will be to educate each student about the theoretical and clinical skills necessary to work effectively with the physiological, psychological and biomechanical aspects of injury, illness, and performance regarding physically active individuals. Students will be presented with the didactic, psychomotor, and affective experiences which will lead them to be able to exercise sound ethical judgment, critical thinking, and problem solving skills in order to assist them in achieving satisfying careers and making positive contributions to their profession and communities. In addition, the graduate ATP will guide the student on the journey to become a lifelong learner through obligatory professional continuing education.

The following information outlines six measured outcomes the BSHS will use to determine its effectiveness in assisting students to matriculate to the MSAT. The first five align with the professional educational domains established by the CAATE and will be used to measure student performance. The sixth outcome relates to programmatic performance. Each outcome is presented with its own timeline and divided into objectives. These objectives are measured collectively by the benchmarks. Each benchmark includes the name of the position responsible for measuring its achievement, the frequency in which the benchmark is to be measured and a guide for actions to be taken should a deficiency be identified.

Outcome I: Health and Wellness Promotion and Injury and Illness Prevention

Students will effectively promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Objective I:A – Demonstrate the ability to design wellness and prevention programs for physically active populations.
Objective I:B – Demonstrate the ability to administer pre-participation screening for physical activity.
Objective I:C – Demonstrate the ability to administer routine preventative care during daily patient interactions.

Objective I:D – Demonstrate the ability to educate patients, participant, parents, general population, and appropriate personnel with the intent of preventing activity related injuries and conditions.

Outcome II: Clinical Assessment, Evaluation, and Diagnosis

Students will effectively implement systematic, evidence-based examinations, and assessments to formulate valid clinical diagnoses and determine patients' plan of care and appropriate referral.

Objective II:A – Demonstrate the ability to conduct a comprehensive individual history, thorough observation, and relevant review of medical records.
Objective II:B – Demonstrate the ability to correctly identify and diagnosis orthopedic injuries and medical conditions related to or effecting physical activity.
Objective II:C – Demonstrate the ability to appropriately educate patients, and appropriate individuals, regarding clinical findings and outcome prognoses.
Objective II:D – Understand how to effectively and efficiently conduct evidence-based practice (EBP) and research.

Outcome III: Emergency Care

Students will effectively integrate best practices in immediate and emergency care for optimal outcomes.

Objective III:A – Demonstrate the ability to design and implement Emergency Action Plans.
Objective III:B – Demonstrate the ability to appropriately triage and determine if conditions, injuries, and/or illness are life-threatening.
Objective III:C – Demonstrate the ability to implement appropriate referral strategies for the emergency transfer of a patient.

Outcome IV: Therapeutic Interventions

Students will effectively rehabilitate and recondition injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on evidence-based core concepts using the applications of therapeutic exercise, modality devices, and manual techniques.

Objective IV:A – Demonstrate the ability to appropriately develop, evaluate, and modify therapeutic care to optimize patients outcomes.
Objective IV:B – Demonstrate the ability to appropriately and correctly administer therapeutic exercises, therapeutic modalities, and manual techniques to patients in order to optimize recovery and function.
Objective IV:C – Demonstrate the ability to appropriately and correctly administer therapeutic interventions for general medical conditions or illnesses in order to optimize recovery and function.

Objective IV:D – Demonstrate the ability to appropriately and correctly evaluate patients' functional return to participation in order to optimize recovery and minimize the risk of further damage, re-injury, or re-aggravation.
Objective IV:E – Demonstrate knowledge of various and appropriate equipment, and its maintenance, for the purpose of administering therapeutic exercises, therapeutic modalities, manual techniques, functional assessments, and therapeutic interventions.

Outcome V: Organizational, Administrative, and Professional Responsibilities

Students will effectively integrate best practices in policy construction and implementation, documentation, basic business practices, and professionalism to promote optimal patient care and professional well-being.

Objective V:A – Demonstrate an understanding of the need to have knowledge of and practice within local, state, and national regulations, guidelines, recommendations, and professional standards.
Objective V:B – Demonstrate knowledge of topics and components of the NATA Position Statements and Consensus Statements.
Objective V:C – Demonstrate knowledge the process for completing the BOC requirements for certification.

Outcome VI: Program Results

The Athletic Training Program will continuously produce quality students to transition to practice as competent professionals in accordance with all professional standards, responsibilities, and guidelines set forth by the CAATE, BOC, NATA, local, state, and federal governance within the mission of Concord University.

Objective VI:A – The program will grow and maintain a number of students within the professional phase of the ATP to justify the continued offering of the athletic training major and degree at CU.
Objective VI:B – The program will demonstrate the ability to produce competent health care professionals.

Program Description: Program Identification (6.2.b.)

The purpose of the BSHS degree is to create a pathway for students to matriculate into the MSAT program.

The proposed 161 credit hour 3+2 BS HS / MSAT combines 90 credit hours of undergraduate coursework with additional 70 credit hours of graduate level coursework (Appendix C & D). The 90 undergraduate credit hours will include the completion of all 39 credit hours of general education requirements, 60 credit hours (18 are also general education) of coursework identified as the core components of the Bachelor of Science in Health Science (BSHS), and 9 credit hours composed of additional information related to electives and/or preparation for masters level work. In the last semester these 90 undergraduate credit hours will be completed, each student

will then apply to the graduate level and professional phase of the program to begin coursework during the summer between the third and fourth year of studies. After completion of the students fourth year of studies and completion of a cumulative total of 120 credits the student will be awarded a BS HS.

Only, students who graduate from the MSAT program will be eligible to sit for the national BOC exam to obtain the ATC credential (Athletic Trainer, Certified). The ATC credential indicates professional entry-level competence and an understanding of the required continuing education also overseen by the BOC. Eligibility to sit for the BOC exam is based on academic qualification and approval by the ATP program director. **After 2022, the academic qualification for the BOC exam will require an individual to hold a master's degree from a CAATE accredited ATP within an accredited higher education institution.** Additionally, within the previously described curriculum, students will also receive training and work towards certifications as emergency medical technicians and strength and conditioning coaches.

Program Description: Program Features (6.2.c.)

The purpose of the BSHS degree is to create a pathway for students to matriculate into the MSAT program.

The purpose of graduate ATP will be to prepare highly trained professionals who effectively deliver acute and long-term health care to physically active individuals and populations. This program will focus on: the prevention, evaluation, and diagnosis of orthopedic and general medical conditions, injuries, and illnesses; acute life threatening health care interventions for orthopedic and general medical conditions, injuries, and illnesses; intermediate and long-term therapeutic rehabilitation, interventions, and modalities for orthopedic and general medical conditions, injuries, and illnesses; clinical health care experiences; professional research and documentation; and health care administration.

Program Description: Program Features: Admissions and Performance Standards (6.2.c.1.)

The purpose of the BSHS degree is to create a pathway for students to matriculate into the MSAT program.

Students at the graduate level must first have a foundational exposure to emergency first aid and CPR/AED, athletic taping, human anatomy and physiology, exercise physiology, sports nutrition, kinesiology, sciences, statistics, and community related health care (i.e. BS HS). Upon completion of undergraduate prerequisites, students may apply to the professional phase of the ATP to begin graduate coursework and clinical experiences toward earning the MSAT. This content is described in the 2020 Standards for Accreditation of Professional Athletic Training Programs (CAATE, 2018) (Appendix B). This program is designed to also accept students who have completed the undergraduate prerequisites from other institution into the professional phase and graduate level of the ATP in order to allow for greater access to potential student populations. The following are requirements for admission into the graduate ATP, and as such are included in the BS HS.

Graduate Athletic Training Program Admission Requirements

1. Submissions of **completed** Graduate Athletic Training Program Application Files will be reviewed on a rolling basis beginning November 1 with a final deadline for submission to the Program Director no later than February 1 of the preceding academic year
2. Letter of application
3. Completion the Graduate Athletic Training Program Application Form
4. 3 professional letters of recommendation
5. Must have earned a minimum of 90 semester hours prior to acceptance, or a bachelor's degree, including a minimum grade of C or higher in all the following pre-requisites (or comparable courses if a transfer student):
    - HS 201: Emergency Care (or CPR Certification)
    - HS 360: Observational Practicum in Practicum (or 50 hours of professional athletitc training observation)
    - EXSS 314: Exercise Physiology
    - BIOL 101: General Biology
    - BIOL 335: Anatomy and Physiology I
    - BIOL 335L: Anatomy and Physiology I Lab
    - BIOL 336: Anatomy and Physiology II
    - BIOL 366L: Anatomy and Physiology II Lab
    - CHEM 101: General Chemistry
    - CHEM 111: General Chemistry Lab
    - HED 304: Nutrition
    - HS 301: Public Health Epidemiology
    - MATH 105: Elementary Statistics
    - EXSS 315: Kinesiology and Biomechanics
    - PHYS 101: Introctory Physics
    - PSY 101: Introduction to Psychology
6. A minimum overall undergraduate GPA of 2.75
7. Completed medical history and physical including proof of immunization and PPD Skin test results
8. Completion of Technical Standards Form
9. Completion of Communicable Disease Form
10. Confirmed admission to the Graduate College at Concord University
11. Satisfactory completion of an interview with the ATP faculty and personnel

Minimum Retention Standards

1. Any candidate falling below a 3.0 will be placed on academic probation,
2. Candidates who are placed on academic probation for two consecutive semesters will be dismissed from the graduate program
3. Candidates must earn the minimum grade of "C" to successfully complete a course and continue matriculation through the program

Graduation Requirements

In addition to the programmatic course requirements listed previously, BS HS program completers must meet all of the following criteria:

1. 120 credit hours (minimum 36 hours from Concord University)
2. 2.0 cumulative grade point average
3. A minimum overall GPA of 2.75 within the field study

Program Description: Program Features: Program Requirements (6.2.c.2.)

The following information describes course and major requirements, credit-hour requirements, research-tool requirements, examination procedures, and requirements for a thesis. Also included are clinical experience requirements and BSHS to MSAT (pathway) specific professional education requirements.

General Description

This proposed program will require a minimum 161 credit hours over five years in a 3+2 pathway format (Appendix C: BSHS / MSAT Audit Sheet). The first three years will be focused on fulfilling general studies requirements towards the proposed BS HS and prerequisites for application and admission into the last two years, or professional phase, of the MSAT. Graduate level courses taken during the students' fourth year will be allotted towards completion of the BSHS, which will be awarded upon completion of 120 overall undergraduate/graduate credits and fulfillment of all other undergraduate degree requirements. Prerequisite and required undergraduate courses are list in the previous *Graduate Athletic Training Program Admission Requirements* in section 6.2.c.1.

The pathway of the first three years of the BSHS is designed for students to be admitted into the final two years of the MSAT program in cohorts. There will be a systematic and sequential matriculation through the program (Summer/Fall/Spring) (Appendix D: MSAT 3+2 Matriculation Plan).

Clinical Experience-Based Courses

All courses related to clinical experiences are listed according to the order in which students will matriculate (Table 1). There are two versions of clinical experiences: practicums and clinical immersions. Practicums provide the student with clinical based opportunities within a variety of athletic training settings. Classroom and laboratory sessions are designed to introduce the learner to specific educational competencies and clinical proficiencies. Proficiencies will be practiced and assessed for given standards of achievement and linked to courses previously taken. Professional and educational behaviors will also be addressed. Content will be presented and reviewed in the form of lecture, group work, lab activities, in-services, journal clubs, and online discussion boards. Content will be assessed in the form of oral/practical exams, proficiency completion, clinical performance evaluations, and case studies. Students will be enrolled in other didactic courses or online courses while also enrolled in practicum courses. A clinical immersion is a practice-intensive clinical experience that allows the student to

experience the totality of care provided by athletic trainers. Students will participate in the day-to-day and week-to-week role of an athletic trainer for two 8-week sessions in each of their final semesters. No didactic courses will be taught during this time, however, online education will be included that does not detract from the nature of an immersive clinical experience. Since students will not be involved in face-to-face didactic course work, these immersion experiences may take place in any healthcare setting or location and are not restricted by geographic location.

There will be 4 versions of practicum courses.

- HS 360: Observational Practicum in AT will be converted from the current AT 2602 Pre-Professional Practicum in AT.
- AT 560: Practicum I will be an intensive content and hands-on experience in the first Summer II session to engage students in a clinical setting related to pre-season athletics. Emphasis will be placed on terminology, emergency action plans, emergency care, bracing, taping, ambulation, programmatic policies and procedures training.
- AT 561: Practicum II and AT 562: Practicum III will be full semester courses in the student's first year in the MSAT following the above descriptions. Students will be required to complete a minimum of 10 clinical experience hours per week and a total of 200 per semester while assigned to a clinical preceptor, in addition to the laboratory meetings each week. Area of didactic and proficiency emphasis will include content from previous courses.

Table 1. Courses related to clinical experiences in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
HS 360	Observational Practicum in AT	1	3rd year	Fall
AT 560*	AT Practicum I	1	4th year	Summer II
AT 561	AT Practicum II	4	4th year	Fall
AT 562	AT Practicum III	4	4th year	Spring

Non-asterisk courses remain relatively unchanged from current offerings
*New courses
**Courses adapted from current undergraduate offerings to accommodate needs of the MSAT

Evidence-Based Practice and Research Courses

There will also be two progressive courses combining evidence-based research and practice (Table 2).

- AT 570: Evidence-Based Practice and Research in Healthcare I will be an online course offered in the first summer session of the student's first year. It will serve as an introduction to how to effectively and efficiently conduct reasearch related to best healthcare practices and maximizing patient outcomes. Assessment will be conducted online through research assignments and examinations. Students will begin to identify potetial topics related to thesis research.
- AT 571: Evidence-Based Practice and Research in Healthcare II will be an online course offered in the second summer session of the student's first year. It will teach the student how to critically analyze and improve current research. Assessment will be conducted

online through research assignments and examinations. Students will be encouraged to narrow topics for thesis research and discuss methods into which they should procede to write a research problem, operational definitions, and a review of literature.

Table 2. Courses related to research in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 570*	Evidence-Based Practice and Research in Healthcare I	2	4th year	Summer I
AT 571*	Evidence-Based Practice and Research in Healthcare II	2	4th year	Summer II

*All courses in this category would be new

Evaluation-Based Courses

There are three injury evaluation courses each with a corresponding lab and one general medical course with a lab (Table 3).

- Injury evaluation courses and labs include: AT 500(L): Evaluation of Head, Neck, Trunk, and Spine and Lab, AT 501(L): Lower Extremity Injury Evaluation and Lab, 502(L): Upper Extremity Injury Evaluation and Lab. Versions of these courses are offered in current undergraduate curriculum. Few changes would be made to courses and the current face-to-face delivery or assessments to accommodate graduate level expectations.
- AT 503: General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training will be adpated by combining the current general medical concerns course with the pharmacology component of a current theraputic interventions course. Few changes would be made to courses and the current face-to-face delivery or assessments to accommodate graduate level expectations.
- AT 503L: General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training Lab would allow a separate lab time to practice hands-on evaluation skills that currently are included with the lacteure of the undergraduate course. The addition of this lab permits the inclusion of the pharmacological component of the lecture and added rediological conerns to the lab. Assessment will be conducted through oral/practical examinations.

Table 3. Courses related to injury evaluation and medical assessment in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 500	Evaluation of Head, Neck, Trunk, and Spine	2	4th year	Fall
AT 500L	Evaluation of Head, Neck, Trunk, and Spine Lab	1	4th year	Fall
AT 501	Lower Extremity Injury Evaluation	3	4th year	Fall
AT 501L	Lower Extremity Injury Evaluation Lab	1	4th year	Fall
AT 502	Upper Extremity Injury Evaluation	3	4th year	Spring
AT 502L	Upper Extremity Injury Evaluation Lab	1	4th year	Spring
AT 503**	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training	3	4th year	Spring

AT 503L*	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training Lab	1	4th year	Spring

Non-asterisk courses remain relatively unchanged from current offerings
*New course
**Course adapted from current undergraduate offerings to accommodate needs of the MSAT

Therapeutic Intervention-Based Courses

Intervention courses are those that instruct students on how to intervene on behalf of the patients' physical, emotional, and/or mental well-being. Courses related to pharmacology, modalities, rehabilitation, and psychosocial interventions are described in Table 4.

- HS 201: Emergency Care is an 8-week course aimed at students receiving certification in First Aid, CPR, and AED.
- HS 403: EMT Certification. Course leads to EMT certification.
- AT 503(L): General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training and Lab are primarily evaluation courses. Pharmocoligocal intervention and radiological referrals are closely related to the content of the course and will be integrated into the design. Currently, an undergraduate version of pharmocology is taught with psychosocial issues, but to accommodate better alignment with medical concerns and avoid redindency it will be realligned. Radiological concerns will be added to tjhis course as well. Current face-to-face delivery and assessments will also be integrated accordingly assessments to accommodate graduate level expectations.
- Versions of AT 510(L): Therapeutic Modalities and Lab and AT 511(L): Therapeutic Exercise and Rehabilitation I and Lab are already taught at the undergraduate level. Few changes would be made to courses and the current face-to-face delivery or assessments.

Table 4. Courses related to therapeutic interventions in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
HS 201*	Emergency Care	1	3rd year	Fall
HS 403*	EMT Certification	3	3rd year	Spring
AT 510	Therapeutic Modalities	2	4th year	Fall
AT 510L	Therapeutic Modalities Lab	1	4th year	Fall
AT 503**	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training	3	4th year	Spring
AT 503L*	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training Lab	1	4th year	Spring
AT 511	Therapeutic Exercise & Rehabilitation I	3	4th year	Fall
AT 511L	Therapeutic Exercise & Rehabilitation I Lab	1	4th year	Fall

Non-asterisk courses remain relatively unchanged from current offerings
*New course
**Course adapted from current undergraduate offerings to accommodate needs of the MSAT

Miscellaneous Content Courses

All other courses (Table 5) in conjunctions with the aforementioned categories will each address specific professional content to culminate in a BOC preparatory course during the final semester as students practice, confirm eligibility, apply, and sit for the BOC exam. The entire curriculum content and design is aimed to prepare students to pass the BOC exam to become effective and confident healthcare providers and leaders in the profession of athletic training.

- HS 111 Prevention & Care of Common Injuries and Illnesses, HS 111L Acute Care of Athletic Injuries Lab, & HS 221 Introduction to Athletic Training are all the culmination of introductory information to the profession of athletic training. All of the previous courses listed have been offered in the past, and have only undergone a change in name.
- HS 301 Public Health Epidemiology is an examination of epidemiological trends, patterns, data, and behaviors of public health.
- AT 590: Organization & Administration in AT is currently taught at the undergraduate level, but will be converted to an online course in the summer with added content related to healthcare informatics.
- AT 591: Position Statements and Trends in Athletic Training I will be on online course focusing on the Professional Domains of Athletic Training, NATA Code of Ethics, and professional publications of best practices released by athletic training governing bodies and professional associations.
- AT 592: Position Statements and Trends in Athletic Training II will be on online course and continuation of AT 591: Position Statements and Trends in Athletic Training I focusing on the professional publications of best practices released by athletic training governing bodies and professional associations.

Table 5. Miscellaneous AT courses in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
HS 111**	Prevention & Care of Common Injuries and Illnesses	2	1st year	Fall
HS 111L**	Acute Care of Athletic Injuries Lab	1	1st year	Fall
HS 221**	Introduction to Athletic Training	2	1st year	Spring
HS 301	Public Health Epidemiology	3	3rd year	Fall
AT 590	Organization & Administration in AT	2	4th year	Summer I
AT 591*	Position Statements & Trends I	1	4th year	Summer II
AT 592*	Position Statements & Trends II	1	4th year	Summer II

Non-asterisk courses remain relatively unchanged from current offerings
*New course
**Course adapted from current undergraduate offerings to accommodate needs of the MSAT

Program Description: Program Features: Program Outcomes (6.2.d.)

The purpose of the BSHS degree is to create a pathway for students to matriculate into the MSAT program by completing the prerequisites of the Commission on the Accreditation of

Athletic Training Education (CAATE) required for entry into a graduate level athletic training program.

The collective goal of the BSHS to MSAT program is to graduate and produce highly competent and skilled professionals in the field of athletic training. MSAT graduates will be eligible to take the BOC Exam. Listed below are six outcomes, each of which is divided into supporting objectives previously discussed in section 6.2.a and incorporated in to the Outcome, Objective and Benchmark Assessment Plan Form in Appendix A. Outcomes I through V are student oriented and based directly on the Domains identified in the 2015 Practice Analysis, 7th Edition of the Board of Certification, Inc. (BOC, 2015) Outcome VI is program oriented and meant to reflect the overall mission of the CU ATP that meet the Standards set forth by the CAATE. Outcomes and objectives will be measured by the accompanying benchmarks and assessment guidelines. Since this is a 5-year program, with a 3+2 curricular design, some assessment considerations apply to undergraduate courses even though this is a Master's degree.

Outcome I: Health and Wellness Promotion and Injury and Illness Prevention

Students will effectively promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Timeline:

Immediate and continuous. Partial assessments of Benchmarks measuring Outcome I and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective I:A – Demonstrate the ability to design wellness and prevention programs for physically active populations.
Objective I:B – Demonstrate the ability to administer pre-participation screening for physical activity.
Objective I:C – Demonstrate the ability to administer routine preventative care during daily patient interactions.
Objective I:D – Demonstrate the ability to educate patients, participant, parents, general population, and appropriate personnel with the intent of preventing activity related injuries and conditions.

Benchmark I:1 – Have 80% of undergraduate students enrolled in HS 221: Introduction to Athletic Training earn a grade of "C" or higher.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark I:2 – Have 100% of professional phase athletic training students earn a "C" or higher in EXSS 314: Exercise Physiology.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark I:3 – Successfully complete proficiencies related to injury prevention and preventative care with a minimum score of 80% in HS 360: Observational Practicum in Athletic Training.
Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material.

Outcome II: Clinical Assessment, Evaluation, and Diagnosis

Students will effectively implement systematic, evidence-based examinations, and assessments to formulate valid clinical diagnoses and determine patients' plan of care and appropriate referral.

Timeline:

Immediate and continuous. Partial assessments of Benchmarks measuring Outcome II and its Objectives will be the mid-term of fall and spring semesters. Full assessments will be conducted at the end of the fall and spring semesters. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective II:A – Demonstrate the ability to conduct a comprehensive individual history, thorough observation, and relevant review of medical records.
Objective II:B – Demonstrate the ability to correctly identify and diagnosis orthopedic injuries and medical conditions related to or effecting physical activity.
Objective II:C – Demonstrate the ability to appropriately educate patients, and appropriate individuals, regarding clinical findings and outcome prognoses.
Objective II:D – Understand how to effectively and efficiently conduct evidence-based practice (EBP) and research.

Benchmark II:2 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to injury evaluation, diagnosis and referral.
Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).
Frequency of Measurement: At mid-term and final a-track evaluations.
If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the

behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark II:3 – Successfully complete proficiencies related to injury evaluation, diagnosis and referral with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material

Benchmark II:5 – Earn a grade of "C" of higher on all case study assignments in HS 360: Observational Practicum in Athletic Training.

Measured by: Practicum instructor(s).

Frequency of Measurement: Grading of each case study paper and case study presentation.

If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to make corrections to the case study paper.

Outcome III: Emergency Care

Students will effectively integrate best practices in immediate and emergency care for optimal outcomes.

Timeline:

Immediate and continuous. Partial assessments of Benchmarks measuring Outcome III and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective III:A – Demonstrate the ability to design and implement Emergency Action Plans.
Objective III:B – Demonstrate the ability to appropriately triage and determine if conditions, injuries, and/or illness are life-threatening.
Objective III:C – Demonstrate the ability to implement appropriate referral strategies for the emergency transfer of a patient.

Benchmark III:1 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to immediate and emergency care.

Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).

Frequency of Measurement: At mid-term and final a-track evaluations.

If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor,

the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark III:2 – Successfully complete proficiencies related to in immediate and emergency care with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material

Outcome IV: Therapeutic Interventions

Students will effectively rehabilitate and recondition injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on evidence-based core concepts using the applications of therapeutic exercise, modality devices, and manual techniques.

Timeline:

Immediate and continuous. Partial assessments of Benchmarks measuring Outcome IV and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective IV:A – Demonstrate the ability to appropriately develop, evaluate, and modify therapeutic care to optimize patients outcomes.

Objective IV:B – Demonstrate the ability to appropriately and correctly administer therapeutic exercises, therapeutic modalities, and manual techniques to patients in order to optimize recovery and function.

Objective IV:C – Demonstrate the ability to appropriately and correctly administer therapeutic interventions for general medical conditions or illnesses in order to optimize recovery and function.

Objective IV:D – Demonstrate the ability to appropriately and correctly evaluate patients' functional return to participation in order to optimize recovery and minimize the risk of further damage, re-injury, or re-aggravation.

Objective IV:E – Demonstrate knowledge of various and appropriate equipment, and its maintenance, for the purpose of administering therapeutic exercises, therapeutic modalities, manual techniques, functional assessments, and therapeutic interventions.

Benchmark IV:1 – Earn a grade of "C" of higher in EXSS 314: Exercise Physiology,

Measured by: Course instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark IV:2 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to therapeutic exercises, therapeutic, modalities, manual therapies, functional assessments, and therapeutic interventions.
Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).
Frequency of Measurement: At mid-term and final a-track evaluations.
If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark IV:3 – Successfully complete proficiencies related therapeutic exercises, therapeutic, modalities, manual therapies, functional assessments, and therapeutic interventions with a minimum score of 80%.
Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material.

Outcome V: Organizational, Administrative, and Professional Responsibilities

Students will effectively integrate best practices in policy construction and implementation, documentation, basic business practices, and professionalism to promote optimal patient care and professional well-being.

Timeline:

Immediate and continuous. Partial assessments of Benchmarks measuring Outcome V and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective V:A – Demonstrate an understanding of the need to have knowledge of and practice within local, state, and national regulations, guidelines, recommendations, and professional standards.
Objective V:B – Demonstrate knowledge of topics and components of the NATA Position Statements and Consensus Statements.
Objective V:C – Demonstrate knowledge the process for completing the BOC requirements for certification.

Benchmark V:1 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to organization and administration of policies and professional well-being.

Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).

Frequency of Measurement: At mid-term and final a-track evaluations.

If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark V:2 – Successfully complete proficiencies related to organization and administration of policies and professional well-being with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material

Outcome VI: Program Results

The Athletic Training Program will continuously produce quality students to transition to practice as competent professionals in accordance with all professional standards, responsibilities, and guidelines set forth by the CAATE, BOC, NATA, local, state, and federal governance within the mission of Concord University.

Timeline:

The CU ATP is required by the CAATE to submit Annual Reports regarding Accreditation Standards. Information for the preceding academic year is due the following October. In the case of incomplete information or non-compliance a Rejoinder is due the following January. If the CAATE still determines non-compliance after the Rejoinder is reviewed the ATP Program Director must submit a Progress Report and Action Plan for correction of the deficiency by the following May.

Objective VI:A – The program will grow and maintain a number of students within the professional phase of the ATP to justify the continued offering of the athletic training major and degree at CU.

Objective VI:B – The program will demonstrate the ability to produce competent health care professionals.

Benchmark VI:1 – Successfully grow and maintain the BS HS to include 30-40 students within the professional phase of the program and produce 15-20 graduates annually.

Measured by: PD, assisted by the CEC

Frequency of Measurement: Continuously, with added attention during course registration and advising.

If Deficiency is Identified: The ATP will continue to work to identify opportunities to education the public and potential students about the athletic training profession and the CU ATP.

Program Description: Program Content (6.2.e)

Concord University seeks to implement a BSHS & MSAT, beginning in the fall of 2019. The 5-year program includes 90 undergrad graduate credit hours combined with 30 cross-listed (undergraduate & graduate) credit hours to complete the BSHS followed by 41 graduate credit hours to complete the MSAT for a combined total of 161 credit hours (Appendices C: MSAT Audit Sheet & D: MSAT 3+2 Matriculation Plan). The 90 undergraduate credit hours will include:

- 40 credit hours of general studies requirements,
- 58 credit hours from the core components of the BSHS (12 overlap with general studies),
- 4 credit hours for electives and a freshman orientation course.

The purpose for including the cross-listed courses is to enable students meet the 120 hours of credit required for the BSHS while still complying with Standard 9 of the *2020 Standards for Accreditation of Professional Athletic Training Programs Master's Degree Programs* which states:

> "All courses used to fulfill athletic training clinical experience requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level." (CAATE, 2018)

Program Need and Justification (6.3.)

Program Need and Justification: Relationship to Institutional Goals/Objectives (6.3.a.)

The relationships between the goals and objective of Concord University and the BSHS have been previously addressed in the Program Objectives (section 6.2.a.) and the Program Outcomes (section 6.2.d.). Direct links and assessments are also summarized, as previously mentioned in the Outcome, Objective, Benchmark Assessment Plan Form (Appendix A).

Program Need and Justification: Relationship to Institutional Goals/Objectives (6.3.b.)

There are no BSHS / MSAT pathway programs in West Virginia. Currently, there are a total of 4 undergraduate ATP's in state of West Virginia and only one Master's program.

Undergraduate:

- Concord University offers a Bachelor's degree in athletic training
- West Liberty University offers a Bachelor's degree in athletic training.
- West Virginia University offers a Bachelor's degree in athletic training.

Graduate

- Marshall University offers a Master's degree in athletic training.

Due to national accreditation changes by the CAATE, undergraduate programs will not be permitted to admit students after 2022, subsequently requiring all undergraduate programs to either be eliminated or transition to the graduate level. The development of this pathway program simply replaces the already established undergraduate program at Concord University. The need for multiple programs in the state has been established and demonstrated through the successful continuation of the established undergraduate programs throughout the state. This leaves no more than four potential graduate ATPs in the state. The final number of West Virginia institutions that will seek to transition to the graduate level is unknown.

Program Need and Justification: Program Planning and Development (6.3.c.)

Institutional resources have been invested in the development of this program proposal. These include personnel, financial and equipment resources, as listed below.

Personnel: Administrators in the currently established undergraduate ATP have invested many hours in the planning for and development of this program proposal. In addition to these individuals, there has also been an investment of time by the department faculty and administration as well as institutional administrators in the review of the proposed plan.

Financial: Financial resources were designated for compensation of summer work by program and department faculty in the development of the approved Intent to Plan and in the conduction of a needs assessment. During the summer of 2016 department faculty were paid to complete a needs assessment and to work on developing an intent to plan document, which was fully completed and approved in 2017.

Equipment: Concord University currently owns and maintains multiple pieces of educational equipment used in the current undergraduate program. This equipment is needed for teaching required athletic training knowledge, skills and abilities during athletic training course work. Each year additional pieces of equipment are added to the inventory to allow for continued education of modern athletic training knowledge, skills and abilities. These pieces of equipment will continue to be used in the BSHS to MSAT.

Program Need and Justification: Clientele and Need (6.3.d.)

The following needs assessment conducted in the summer of 2016 supports the development of the BSHS leading to MSAT. It demonstrated the value of continuing an athletic training program at Concord University and that there is a need for nationally certified athletic trainers in the region. These findings encouraged the continued development of the approved Intent to Plan and this program proposal.

The clientele (students) that will be served by the BSHS will be those students who desire to enter the MSAT program and subsequently the professional field of athletic training as a certified athletic trainer. There will be no specific standards when classifying potential clientele such as age, vocation or academic background, though it is projected that a majority of the graduate students admitted into the MSAT will be coming from the BSHS or related undergraduate degree.

The following is a needs assessment was conducted, justifying the need for the BSHS to MSAT at Concord University: The objective of this needs analysis was to identify the need for a BSHS/MSAT at Concord University. The need has been established in two ways: the first being the need for this program among Concord University Athletic Training students and alumni; the second being the state of healthcare for athletes in the state of West Virginia.

Methods

This needs analysis reviewed data from multiple sources, including two original surveys developed for Concord University Athletic Training students and alumni. Secondary analysis of data from West Virginia High School Administrators was also reviewed.

Data. Two electronic surveys were developed and sent to Concord University Athletic Training students and alumni in May 2016. Data was collected across a two week period, with one reminder email sent. Fourteen Athletic Training alumni completed the survey and sixteen Athletic Training students completed the survey.

The alumni survey assessed demographics including gender, education level, year of graduation, and current employment. Questions specific to the proposed included interest and opinions on the structure of the program.

The student survey also assessed demographics including gender, year, and education plans. Questions specific to the proposed included interest in the program and opinions on the structure of the program.

Results

Alumni Survey. A total of 14 alumni responded (50% response rate) to the survey sent to them, however only 13 respondents completed the entire survey. The majority graduated in the past five years (57%), were female (86%), and are currently working as an Athletic Trainer outside of West Virginia (79%). Roughly a third (36%) had a Bachelor's degree as their highest level of education with 21% holding a Masters in Athletic Training, 29% holding a Master's in a different field, one alumni (7%) is currently working on a masters in a different field, and one alumni (7%) is currently earning their doctorate (see Table 6).

Table 6: Alumni demographics

What year did you graduate from Concord University?		
	Number	Percentage
2012-2016	8	57%
2008-2011	3	21%
2002-2007	2	14%
No response	1	7%
Gender		
Female	12	86%
Male	2	14%
Are you currently employed as an Athletic Trainer?		
Yes, in WV	2	14%
Yes, outside of WV	11	79%
No	1	7%
What is the highest degree you have earned?		
Bachelor's	5	36%
Master's in Athletic Training	3	21%
Masters Candidate in a different field	1	7%
Master's degree in a different field	4	29%
Doctoral Candidate	1	7%

A majority of alumni (77%) reported that they would have been interested in completing their Masters in Athletic Training when they were a student at Concord University. A fourth (25%) reported that they would be interested in completing their Masters in Athletic Training at this time if it were available; this would be the majority of students who do not have a graduate degree at this time (see Table 7).

Table 7: Past and current interest in a Masters in athletic training at Concord University

If a Master's in Athletic Training were available **when you were a student at Concord**, would you have been interested in completing that graduate degree at that time?		
	Number	Percentage
Yes	10	77%
No	3	23%
If a Master's in Athletic Training were available at Concord, would you be interested in completing that graduate degree **now?**		
Yes	3	25%
No	9	75%

Regarding program structure, the vast majority (92%) of alumni stated that they would prefer a five year combined undergraduate/graduate degree (Table 8).

Table 8: Alumni opinions on program structure

When you were an undergraduate student, would you have been more interested in:		
	Number	Percentage
A five year combined undergraduate/graduate degree resulting in a BS and MAT at Concord University	12	92%
A traditional 2 year MAT degree following a 4 year Bachelor's degree at Concord University	1	8%

Student Survey. A total of 16 students submitted responses to the survey (45.7% response rate). A third (31%) had just completed their first year, 31% had completed their second year, and 25% had completed their third year, giving a fairly even distribution of years in school. The majority of respondents were female (81%). Half of the students (50%) plan to earn a Master's in Athletic Training, 19% plan to earn a master's degree in a different field, one student (6%) has plans to earn a doctorate, and 25% plan to earn a professional degree. All respondents plan to continue their education after earning their bachelor's degree (see Table 9).

Table 9: Student demographics

Did you just complete your:		
	Number	Percentage
First year in College	5	31%
Second year in College	5	31%
Third year in College	4	25%
Fourth year in College	0	0%
Other	2	13%
Gender		
Female	13	81%
Male	3	19%
What is the highest degree that you plan to earn?		
Bachelor's	0	0%
Master's in Athletic Training	8	50%
Master's degree in a different field	3	19%

Doctoral Degree	1	6%
Professional Degree (PT,OT,etc.)	4	25%

The majority (75%) of student respondents reported interest in completing the Master's in Athletic training if it were available at Concord University (see Table 10).

Table 10: Student interest in completing a Masters in athletic training at Concord University

If a Masters in Athletic Training were available at Concord, would you be interested in **completing** that graduate degree?		
Yes	12	75%
No	4	25%

When asked their opinion on program structure, 69% of respondents reported a preference for a five year combined undergraduate/graduate degree, rather than a traditional 4 year undergraduate, followed by a traditional 2 year Master's degree (see Table 11).

Table 11: Student opinions on program structure

Would you be more interested in:		
	Number	Percentage
A five year combined undergraduate/graduate degree resulting in a BS and MAT at Concord University	11	69%
A traditional 2 year MAT degree following a 4 year Bachelor's degree at Concord University	5	31%

Needs Analysis Conclusion

The field of Athletic Training is currently undergoing changes. State and national governing bodies are becoming more concerned with the healthcare provided to athletes at all levels. As a result, greater attention is being given to standards and educational requirements for athletic trainers and athletic training programs. The state of West Virginia passed legislation requiring adequate sports medicine personnel for high school football programs, and there is a push for more stringent requirements. Additionally, CAATE, the national Athletic Training accrediting body is increasing requirements for certification to a Master's in Athletic Training. This needs analysis sought to determine the interest in a Master's in Athletic Training at Concord University and the need of the state for more certified Athletic Trainers.

The alumni survey showed that the vast majority of alumni respondents work in Athletic training (93%). The majority of respondents (64%) have earned or are currently earning a graduate degree, indicating that graduate education is an asset in the field of Athletic Training. The majority also reported that they would have been interested in the Masters in Athletic Training if it were available when they were students. Of those alumni who do not have a graduate degree (36%), the majority (60%) would be interested in earning their Master's in Athletic Training at Concord University at this time.

In the student survey, all of the respondents plan to pursue some type of graduate degree. The majority (75%) reported that they would be interesting in earning a Master's in Athletic Training at Concord University, indicating that this is a degree that would fill the needs of current students at Concord University. Based on opinions of both alumni and students, it appears that the five year combined undergraduate/graduate degree would be preferable. The majority of both alumni (92%) and students (69%) reported that they would prefer this type of program compared to a traditional 4 year undergraduate degree following by a 2 year graduate degree.

Program Need and Justification: Employment Opportunities (6.3.e.)

The profession of athletic training is an evolving one, both in job description and education/degree required. Athletic Training encompasses the prevention, examination, diagnosis, treatment, and rehabilitation of emergent, acute or chronic injuries and medical conditions (NATA, 2016). As stated by the NATA (2016), athletic trainers (ATs) are highly qualified, multi-skilled health care professionals, recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA), and the Department of Health and Human Services (HHS) as an allied health care profession. The BSHS will facilitate matriculation into MSAT enabling graduates to pass the Board of Certification exam and become athletic trainers.

Employment opportunities for athletic trainers include traditional settings such as high school and collegiate athletic departments and professional athletics, as well as physical therapy and rehabilitation facilities, youth sports, performing arts, military, law enforcement, industrial locations and medical sales. Settings that employ athletic trainers are continuing the emerge, with the

Each state has its own governing laws regarding the practice of athletic training. Currently the state of West Virginia has a registration process for those desiring to work as an athletic trainer. Athletic training is monitored by the Board of Physical Therapy (West Virginia Board of Physical Therapy, 2011). Requirements for registration include being ATC certified by the BOC, which requires completion of a degree in Athletic Training from a CAATE accredited program. According to the West Virginia Board of Education Policy Title 126, all high school athletic programs that maintain a football team must employ an athletic trainer to provide services during all football games and practices during the football season. Failure to employ a WV registered ATC may result in cancelation of the football program until such services are secured. BOC certified ATC's are needed in the state of WV in many settings, requiring CAATE accredited programs that produce students eligible to sit for the BOC certification exam (West Virginia Board of Education, n.d.).

In the spring of 2013, an electronic survey was sent to all High School Administrators in West Virginia for a research study by Concord University faculty. A total of 62 responses were included in analysis (49.6% response rate). Measures included school demographics, the presence of a certified athletic trainer, the development and implementation of a comprehensive athletic healthcare administrative system and the development and implementation of a comprehensive emergency action plan. The majority of respondents were principals (92%), followed by Athletic Administrators (8%). The majority of the schools (66%) were in rural

locations based on Rural Urban Commuting Area codes (RUCA). Over half (57%) reported that the person primarily responsible for the daily operation of their sports medicine program at their school was a Certified Athletic Trainer. One in five (21%) schools reported that the sports medicine personnel do not always have current certification in CPR, Emergency Management of life-threatening injuries, and universal precaution techniques. When asked if there was a written Emergency Action Plan (EAP) that outlines procedures to follow in emergency situations during athletic participation 36% responded with never. When asked about specific limitations for health care to athletes the three main themes identified in qualitative analysis were lack of funding, **lack of certified medical personnel, and inability to find certified medical personnel in a rural area.** This data supports the need for a program that will produce individuals qualified to fill this void in West Virginia. Increasing the number of certified athletic trainers could help to increase the healthcare for high school athletes in our state.

Program Need and Justification: Program Impact (6.3.f.)

The separate BSHS and MSAT, are not mutually exclusive. The BSHS will be the primary undergraduate program that will feed students into the MSAT, ensuring that students have completed the pre-requisites required by the MSAT. It will also provide the MSAT with students who have a foundational knowledge of health science that will be beneficial when entering the MSAT.

Also impacted will the Biology: Pre-Physical Therapy major that is offered at Concord. Students enrolled in this major take multiple courses that are athletic training courses to fulfill graduation requirements. The MSAT will ensure the continued offering of the courses required for completion of the Biology: Pre-Physical Therapy degree.

Furthermore, the BSHS & MSAT will have an impact and be impacted by the Athletic Training Department housed in the Athletics Department at Concord. Through clinical experience requirements, BSHS & MSAT students will provide needed supervised medical services to the athletes of Concord University, as well as other local healthcare sites. The clinical experiences provided by these clinical sites allows for real life experience, professional socialization and learning opportunities for the students of the BSHS & MSAT.

Program Need and Justification: Cooperative Arrangements (6.3.g.)

Cooperative arrangements with the surrounding community will be crucial to the success of the BSHS & MSAT. Cooperative arrangements are already in place with various healthcare organizations and institutions local to Concord University for use as clinical sites for the current undergraduate ATP. These currently established cooperative arrangements will continue along with the addition of more clinical sites. Additional clinical sites will be required to fulfill the needs of students enrolled in the practicum and clinical immersion courses. These clinical sites are used to fulfill the major component of clinical experience hours that is required for the practicum and clinical immersion classes. Clinical sites provide real life experience to BSHS & MSAT students. They work alongside clinical preceptors, who are employees of the clinical sites to practice clinical skills and to gain experience in a working environment. These sites are not limited to a certain geographical area and may expand beyond that of southern West

Virginia. Cooperative agreements with clinical sites are formalized through the use of an affiliation agreement (Appendix E).

The following is a list of currently established clinical sites:

- Bluefield College: Bluefield, Virginia
- Bluefield State College: Bluefield. West Virginia
- Princeton Community Hospital: Princeton, West Virginia
- Pro-1 Physical Therapy: Bluefield, West Virginia
- Sideline Orthopedics: Blacksburg, Virginia and Bluefield, Virginia
- Summers Physical Therapy: Hinton, West Virginia
- The Kyle Group: Beckley, West Virginia
- West Virginia Tech: Beckley, West Virginia
- Princeton High School: Princeton, WV
- Summers County High School: Hinton, WV

Program Need and Justification: Alternatives to Program Development (6.3.h.)

Due to changes in national accreditation standards made by the CAATE, requiring all accredited athletic training programs to be taught at the graduate level, the alternative to the development of a the BSHS & MSAT at Concord University is the complete elimination of the athletic training major. This option was rejected by both program and institutional administration based on the following reasons:

- The completed needs assessment supports the development of the BSHS & MSAT
- The financial benefits the BSHS & MSAT can provide to the institution through increased revenue
- The elimination of the athletic training major would affect other majors on campus which incorporate athletic training courses into the curriculum requirements

Program Implementation and Projected Resource Requirements (6.4.)

Program Implementation and Projected Resource Requirements: Program Administration (6.4.a)

There will be no changes from the current program administration at the undergraduate level. The BSHS and the MSAT will both be housed in the Department of Health Sciences. The current Program Director and Clinical Education Coordinator intend to remain in the same roles they currently occupy. Standard 41 of the 2020 CAATE Professional Standards requires a minimum of three full-time faculty dedicated to the athletic training program (Appendix B). The current plan and intention of the ATP and the Department of Health Science, which has been approved by the Dean's and Provost's offices, is to begin the employment of this third faculty member in the fall semester of 2019. The third faculty must be nationally certified by the BOC, as well as appropriately credentialed in West Virginia but will have no programmatic title

Program Implementation and Projected Resource Requirements: Program Projections (6.4.b)

The financial forms required for this submission include Forms 1 and 2. The financial projections are based on the general program description and estimated enrollment for the first cohort for the program beginning in year 2019 and ending in year 2023.

Form 1 (Appendix F) reports the program size for the 5 years necessary to graduate. Estimated enrollment is based on the average number of students currently enrolling as freshman in the four-year Bachelors of Athletic Training (BSAT) program. The freshman that have enrolled for the FY 18 fiscal year will be allowed to transition to the BSHS/MSAT in the fall. There are currently 25 returning students from FY 18.

Table 12. Headcount, FTE, and total credit hours by year

Year	Headcount	FTE	Total Credit Hours
2019	70	35	1085
2020	66	33	930
2021	50	25	817
2022	26	15	523
2023	20	10	190

Program Implementation and Projected Resource Requirements: Faculty Instructional Requirements (6.4.c)

Accreditation of the program will require the BSH/MSAT Program to hire one additional faculty member in order to meet standards established by the CAATE, the accrediting agency for this ATP graduate degree.

The new faculty position reported in the total salary and benefit costs shown on Form 2, page 2. The positions include one Program Administrator with 50% instructional time and 50% release time; one faculty member as Clinical Ed Coordinator with 50% instructional time and 50% release time. The faculty FTE is calculated using an equivalent full-time faculty load of 18 credit hours per year. New faculty salaries are estimated at $60,000 per year in year one for a full professor. The projections include the cost of one professor in year one with additional faculty added dependent upon program growth. Two faculty members will be drawn from existing faculty in the Department of Health Sciences.

In addition, the projections include the cost of a half-time secretarial position beginning in year one. The secretarial position salary is estimated at $34,426 per year. The total benefit rate applied to the estimated salary costs is 14.67%. Year one, FY 2019, contains a 5% salary increase for all positions based on the directive of the WV Legislature during the FY 18 session. The projections after year one do not include pay increases for salaries.

Table 13. FTE faculty by course and semester

	Prefix	Title	Bachelor's Degree		Master's Degree	
			CR	FTE Faculty	CR	FTE Faculty
		Freshman				
Fall	AT	Prevention & Care of Common Athletic Injuries	2	0.17		
	AT	Acute Care of Athletic Injuries Lab	1	0.17		
	BIOL	General Biology	3	0.33		
	BIOL	General Biology Lab	1	0.33		
	ENGL	Composition and Rhetoric I	3	0.25		
	MATH	College Algebra	3	0.25		
	UNIV	University 100 for Athletic Training	1	-		
			14	1.50	-	-
Spring	AT	Introduction to Athletic Training	2	0.17		
	PSYC	General Psychology	3	0.25		
	COMM	Fundamentals of Speech	3	0.25		
	SOCS	People & Their Social Environ	3	0.25		
	ENGL	Composition and Rhetoric II	3	0.25		
	MATH	College Trigonometry	3	0.25		
			17	1.42	-	-
		Sophomore				
Fall	CHEM	General Chemistry	3	0.25		
	CHEM	General Chemistry Lab	1	0.08		
	BIOL	Medical Terminology for the Sciences	3	0.25		
	MATH	Elemnentary Statistics	3	0.25		
	BIOL	General Biology II	3	0.25		
	SOCS	Social & Behavioral Sciences	3	0.25		
			16	1.33	-	-
Spring	BIOL	Human Anatomy & Physiology I	3	0.25		
	BIOL	Human Anatomy & Physiology I Lab	1	0.08		
	HED	Principles of Nutrition & Weight Management	2	0.17		
	SOCS	Humn Behvr Soc Envir Lifespan	3	0.25		
	ENGL	World Literature I	3	0.25		
	HUMA	History	3	0.25		
			15	1.25	-	-
		Junior				
Fall	BIOL	Human Anatomy & Physiology II	3	0.25		

	BIOL	Human Anatomy & Physiology II Lab	1	0.08		
	PHYS	Introductory Physics	3	0.25		
	PHYS	Introductory Physics Lab	1	0.08		
	HS	Emergency Care (tow 8-wk sessions)	1	0.10		
	HS	Public Health Epidemiology	3	0.25		
	AT	Observation Practicum in AT	1	0.08		
			13	1.10	-	-
Spring	AT	Exercise Physiology	3	0.25		
	AT	Exercise Testing & Prescription	1	0.08		
	PED	Kinesiology	3	0.25		
	HED	Community Health & Health Promotion	2	0.17		
	HS	EMT Certification	3	0.25		
	HUMA	History of Civilization	3	0.25		
			15	1.25	-	-
		Seniors/Masters 1				
Summer 1	AT	Organization & Administration in Sports Medicine			2	0.22
	AT	Position Statements & Trends			1	0.11
	AT	Evidence-Based Practice in Healthcare (Online)			2	0.22
				-	5	0.56

Year/Term	Prefix	Title	CR	FTE Faculty	CR	FTE Faculty
Summer 2	AT	Athletic Training Practicum I			1	0.11
	AT	Position Statements & Trends			1	0.11
	AT	Advanced Evidence-Based Practice and Research in Healthcare			2	0.22
					4	1.56
Fall	AT	Athletic Training Practicum II			4	0.44
	AT	Evaluation of Lower Extremity Injuries			3	0.33
	AT	Evaluation of Lower Extremity Injuries Lab			1	0.11
	AT	Evaluation of Head, Neck, & Spine Injuries			2	0.22
	AT	Evaluation of Head, Neck, & Spine Injuries Lab			1	0.11
	AT	Therapeutic Modalities			3	0.33
	AT	Therapeutic Modalities Lab			1	0.11
			-	-	15	1.67
Spring	AT	Athletic Training Practicum III			4	0.44
	AT	Evaluation of Upper Extremity Injuries			3	0.33
	AT	Evaluation of Upper Extremity Injuries Lab			1	0.11
	AT	Therapeutic Exercise I			3	0.33
	AT	Therapeutic Exercise I Lab			1	0.11
	AT	General Medical Condition in Sports Medicine			3	0.33
	AT	General Medical Lab			1	0.11
			-	-	16	1.78
		TOTAL BACHELOR'S DEGREE CR	**90**	**7.84**		
		Masters 2				
Summer 1	AT	Interprofessional Practicum I			1	0.11
	AT	Psychosocial Intervention in Athletic Training			2	0.22
	AT	Research III: Application			3	0.33
					6	0.67
Summer 2	AT	Interprofessional Practicum II			1	0.11
	AT	Strength & Conditioning (CSCS)			2	0.22
	AT	Research IV: Application			3	0.33
					6	0.67

Fall	AT	Athletic Training Practicum IV		2	0.22
	AT	Clinical Immersion I		3	0.33
	AT	Therapeutic Exercise II		3	0.33
	AT	Therapeutic Exercise II Lab		1	0.11
				9	1.00
Spring	AT	Athletic Training Practicum V		2	0.22
	AT	Clinical Immersion II		3	0.33
	AT	Capstone Research Defense/Presentation/Publish		3	0.33
	AT	Special Topics in Athletic Training		2	0.22
				10	1.11
		TOTAL MASTER'S DEGREE CR		**71**	**9.00**
		TOTAL CREDIT HOURS 3-2 AT PROGRAM		**161**	
		TOTAL FTE			**16.84**

Program Implementation and Projected Resource Requirements: Library Resources and Instructional Materials (6.4.d)

The graduate ATP would request the library to minimally increase the number of subscriptions to athletic training and medical publications and health databases since a thesis will be required of each student to graduate with a BSHS & MSAT.

Program Implementation and Projected Resource Requirements: Support Service Requirements (6.4.e)

It is anticipated that normal and past supply lists will have a minimal increase, however, skills related to the use of a variety of equipment required based on the 2020 CAATE Professional Standards (Appendix B) may add to educational expectations. An estimate of $5,000 to $7,500 for an initial addition of equipment and an additional $500 - $1,000 annually for supplies and subscriptions may be warranted.

Program Implementation and Projected Resource Requirements: Facilities Requirements (6.4.f)

Laboratory facilities have already been upgraded to meet the needs of the growing undergraduate ATP. It is not anticipated that further upgrades will immediately be warranted at the projected enrollment and growth rate of the BSHS to MSAT. A computer lab for ATP students is already in existence and will not require further upgrades beyond potential professional software subscriptions of those updates already conducted by the university.

Program Implementation and Projected Resource Requirements: Operating Resource Requirements (6.4.g)

Form 2 reports projected revenue and expenses for the program size shown above and contains operating revenue, salary and benefits, and other operating costs related to providing the required courses over the 5 year period.

Current expenses include those expenses normally encountered by the instructional departments in higher education. These expenses include marketing, office expense, travel, supplies, and other related expenses. The cost of obtaining the necessary accreditation for the Program has been included based on the latest available information. See the detailed costs shown on page 2 of Form 2. Items included as current expense are shown as a detailed schedule attached to this section of the report.

Table 14. Projected other operating costs

	Year 1	Year 2	Year 3	Year 4	Year 5
	Fiscal Year				
Fiscal Year	2019	2020	2021	2022	2023
Marketing Costs	7,500	7,500	5,000	5,000	5,000
Office & Printing Supplies	1,000	1,500	2,000	2,500	3,000
Lab Supplies	1,500	1,500	1,500	1,500	1,500
Training & Development	2,500	2,500	2,500	2,500	2,500
Technology	10,000	10,000	8,000	8,000	8,000
Association Dues	3,250	4,500	4,500	4,500	4,500
Contractual & Professional	1,000	1,000	1,000	1,000	1,000
Student Assistants	2,000	2,500	3,600	4,200	4,500
Accreditation	6,000		-	-	3,000
Total	**34,750**	**31,000**	**28,100**	**29,200**	**33,000**

NOTES:

1. Accreditation costs of $6,000 include fees paid at the end the accreditation cycle during fiscal year 2019.
2. Annual association dues are paid to the Commission on Accreditation of Athletic Training Education, & CAATE.
3. Technology can be used to reduce instructional costs without sacrificing quality.
4. Training and development is budgeted to finance professional development for faculty.

Program Implementation and Projected Resource Requirements: Source of Operating Resources (6.4.h)

The Program is expected to generate small but positive cash flows for the first three years and with decreases in year four and five as the program changes with student enrollment after year

four when the BSHS is awarded. Program developers expect that most of the freshman enrolling will elect the MSAT Program, but estimates have been shown at low student FTE until further information is available.

Table 15. Net revenue

Year	Income	Expense	Net
1	345,030	165,586	179,444
2	341,580	165,722	175,858
3	336,404	172,762	163,642
4	180,151	166,815	13,336
5	145,506	142,643	2,863
	1,348,671	813,528	535,143

Revenue projections are calculated by applying current undergraduate tuition and fee rates to the first three years of classes taken and graduate tuition and fee rates for last two years of classes taken. It is estimated that enrollment will consist of in-state and out-of-state students. Based on historical trends, the financial projections are calculated using the assumption that 80% of the student enrollment will consist of in-state residents and 20% will be drawn from out-of-state.

Tuition and fee revenue per year for undergraduate students is calculated using the projected rates for FY 2019. The rates are $7,952 for in-state students and $17,486 for out-of-state students. The cost per credit hour for in-state and out-of-state students is estimated to be $265.07 and $582.87, respectively. Students will be billed at the undergraduate rate for the first 3 years of the program.

Beginning with the summer classes offered in the third year and classes for the following 2 years, will be billed at the graduate level. The rates for graduate students for in-state and out-of-state are $8,539 and $14,890, respectively. The rate per credit hour for in-state and out-of-state students beginning in year 3 are estimated at $382.97 and $667.77, respectively.

The 3-2 BSHS to MSAT program will result in the students earning two degrees. The first is the Bachelor of Health Science Degree (BSHS) awarded at the end of year 4. The MSAT is earned at the end of year 5. Courses offered during the fourth and fifth year will include the master level courses required for accreditation.

Table 16. Tuition and fees revenue

Year	Tuition & Fee Revenue		Total
	In-State	Out-of - State	
1	222,600	122,430	345,030
2	220,374	121,206	341,580
3	217,035	119,369	336,404

4	125,460	54,691	180,151
5	101,333	44,173	145,506
	886,802	461,869	1,348,671

Tuition increases of 5% are projected after the year one. The following chart shows the estimated gross revenue projected for the first five years of the program.

Table 17. Projected program revenue

Year One

	Headcount	Average CH Taken	Total CH (FTE X Billable Hours)	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduate)					**80%**	**20%**	**$265**	**$583**	
Cohort 1	35	31	1,050	35	840.00	210.00	222,600	122,430	345,030
Total	**35**	**31**	**1,050**	**35**	**840.00**	**210.00**	**222,600**	**122,430**	**345,030**

Year Two

	Headcount	Average CH Taken	Total CH (FTE X Billable Hours)	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduate)					**80%**	**20%**	**$278**	**$612**	
Cohort 1	33	31	990	33.00	792.00	198.00	220,374	121,206	341,580
Total	**33**	**31**	**990**	**33.00**	**792.00**	**198.00**	**220,374**	**121,206**	**341,580**

Year Three

	Headcount	Average CH Taken	Total CH (FTE X Billable Hours)	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduate)					**80%**	**20%**	**$278**	**$612**	

Cohort 1	30	33	900	30.00	720.00	180.00	200,340	110,187	310,527
Rates (Graduates)					**80%**	**20%**	**$382.97**	**$667.77**	
Summer School	30	9	270	0.50	216.00	54.00	60,102	33,056	93,158
Total	**60**	**42**	**1,170**	**30.50**	**936.00**	**234.00**	**260,442**	**143,243**	**403,685**

Year Four

	Headcount	**Average CH Taken**	**Total CH (FTE X Billable Hours)**	**FTE**	**Instate CH**	**Out-of-State CH**	**Instate Tuition & Fee Revenue**	**Out-of-State Tuition & Fee Revenue**	**Total Revenue**
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduates)					**80%**	**20%**	**$402**	**$701**	
Rates (Graduates)					**80%**	**20%**			
Cohort 1	28	39	504	28.00	403.20	100.80	162,132	70,677	232,810
Summer School	28	12	336	0.67	268.80	67.20	108,088	47,118	155,206
Total	**56**	**51**	**840**	**28.67**	**672.80**	**168.20**	**270,221**	**117,795**	**388,016**

Year Five

	Headcount	**Average CH Taken**	**Total CH (FTE X Billable Hours)**	**FTE**	**Instate CH**	**Out-of-State CH**	**Instate Tuition & Fee Revenue**	**Out-of-State Tuition & Fee Revenue**	**Total Revenue**
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduates)					**80%**	**20%**	**$422**	**$736**	
Rates (Graduates)					**80%**	**20%**			
Cohort 1	25	27	750	25.00	600.00	150.00	253,332	110,433	363,765
Total	**25**	**27**	**750**	**25.00**	**600.00**	**150.00**	**253,332**	**110,433**	**363,765**

Appendix F

WV HEPC FORM 1

133CRS11

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year 2019	Second Year 2020	Third Year 2021	Fourth Year 2022	Fifth Year 2023
Number of Students Served through Course Offerings of the Program:					
Headcount					
Cohort 1	70	66	50	26	20
FTE					
Cohort 1	35	33	25	13	10
Number of student credit hours generated by courses within the program (entire academic year):	1,085	930	817	523	190
Number of Majors:					
Headcount	70	66	50	26	20
FTE majors	35	33	25	13	10
Number of student credit hours generated by courses within the program (entire academic year):	1,085	930	817	523	190
Number of degrees to be granted (annual total):	0	0	0	0	10

Course listing attached.

Appendix G

WV HEPC FORM 2

133CRS11

FORM 2

FIVE-YEAR PROJECTION OF PROGRAM SIZE

		First Year 2011	Second Year 2012	Third Year 2013	Fourth Year 2014	Fifth Year 2015
A.	**FTE POSITIONS**					
1.00	Administrators	1.00	1.00	1.00	1.00	1.00
2.00	Full-time Faculty	3.59	2.58	2.65	2.58	1.58
3.00	Adjunct Faculty	-	-	0.25	-	-
4.00	Graduate Assistants	-	-	-	-	-
5.00	Other Personnel:	-	-	-	-	-
	a. Clerical Workers	0.50	0.50	0.50	0.50	0.50
	b. Professionals	-	-	-	-	-
	Note: Include percentage of time of current personnel					
		5.09	**4.08**	**4.40**	**4.08**	**3.08**
B.	**OPERATING COSTS (Appropriated Funds Only)**					
1	Personal Services:					
	a. Administrators	52,150	- 53,715	55,326	56,986	58,695
	b. Full-time Faculty	61,474	62,935	68,206	58,487	27,809
	c. Adjunct Faculty	\	-	2,153	2,218	2,218
	d. Graduate Assistants	-	- -	-	-	-
	e. Non-Academic Personnel:	-	-	-	-	-
	Clerical Workers	17,212	18,073	18,976	19,925	20,921
	Professionals					
	Total Salaries	130,836	134,722	144,662	137,615	109,643

Note: Administrators include .5 FTE for the Administrator and .5 FTE for the Clinical Ed Coordinators position.

FORM 2-Continued

133CRS11
FIVE-YEAR PROJECTION OF PROGRAM SIZE

		First Year 2019	Second Year 2020	Third Year 2021	Fourth Year 2022	Fifth Year 2023
2	Current Expenses	6,750	4,000	4,500	5,000	5,500
3	Accreditation Costs	6,000	4,500	4,500	4,500	7,500
4	Equipment:					
	Educational Equipment (Cadaver/Robot)	10,000	10,000	8,000	8,000	8,000
5	Nonrecurring Expense					
	a Marketing	7,500	7,500	5,000	5,000	5,000
	b. Clerical Workers	2,000	2,500	3,600	4,200	4,500
	c Professionals	2,500	2,500	2,500	2,500	2,500
	Sub-total	34,750	31,000	28,100	29,200	33,000
	Total Costs	165,586	165,722	172,762	166,815	142,643
C.	**SOURCES**					
1	General Fund Appropriations					
	(Appropriated Funds Only)					
	_____Reallocation ____New Funds					
2	Federal Government					
	(Appropriated Funds Only)					
3	Private and Other					
	(specify)					
	a Tuition & Fees					
	In-State FTE	222,600	220,374	217,035	125,460	101,333
	Out-of-State FTE	122,430	121,206	119,369	54,691	44,173
	Total	345,030	341,580	336,404	180,151	145,506
	Total All Sources	345,030	341,580	336,404	180,151	145,506
	Net Increase in cash	**179,444**	**175,858**	**163,642**	**13,336**	**2,863**

NOTE: Total costs should be equal to total sources of funding.

*Explain your Method for Predicting the Numbers. (Use additional sheet if necessary.)

Master of Science in Athletic Training (MSAT)

Degree and Program Proposal

Concord University

Athens, WV

January 28, 2019

Prepared by:

John C. Roberts, Jr. MSEd, ATC

Laura Wamsley, EdD, ATC

X_____Degree
X_____Major
_____Specialization

_____Undergraduate
X_____Graduate

New Degree/Major/Specialization Full Proposal

Name of Institution: Concord University

Location: Athens, WV 24712

Date Category of Action Required: For Program Implementation in Fall 2019

Title: Master of Science in Athletic Training (MSAT)

Department (location of Degree/Major/Specialization):
Department of Health Sciences

Total Credit Hours: 161 credit hours for a 3+2 graduate program (90 undergrad / 30 cross-listed courses / 41 graduate)

CIP Code for this Degree/Major/Specialization (As labeled in the Banner screen STVMAJR):
Title – Athletic Training/Trainer; CIP Code – 51.0913

Effective date: X_____ Fall _____ Spring semester of 2019

Signature of Department Chair
_____Date_____

Division (location of Degree/Major/Specialization):
College of Natural Sciences, Mathematics, and Health

Signature of Dean
_____Date_____

Michael J. Farrell, Esq.
Chair

Paul. L. Hill, Ph.D.
Chancellor

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700 • Charleston, West Virginia 25301
(304) 558-2101 *phone* • (304) 558-1011 *fax*
www.wvhepc.edu

January 16, 2018

Dr. Kendra Boggess
President
Concord University
Post Office Box 1000
Vermillion Street
Athens, WV 24712

Dear Dr. Boggess:

As no substantial concerns regarding the Intent to Plan for the Master of Science Athletic Training program were received, I approve the request from Concord University to initiate the development of the new program.

The proposal for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs.* While the proposal will need to address the appropriate elements of Series 11, I suggest you work closely with the Higher Learning Commission (HLC) to assure that the HLC will approve the additional graduate degree program at Concord University. Also, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed program.

Addressing these issues will facilitate the timely review of your program proposals, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

Paul L. Hill
Chancellor

C: Dr. Peter Viscusi, Provost, Concord University
Dr. Cheryl Barnes, Associate Provost, Dean of Graduate Studies, Concord University
Dr. Corley Dennison, Vice Chancellor for Academic Affairs, Policy Commission

Contents

Appendices

List of Tables

Concord University
Master of Science in Athletic Training

Program Description (6.2.)

Program Description: Program Objectives (6.2.a.)

The mission of the graduate Athletic Training Program (ATP) is to reflect Concord University's mission to provide a quality education, foster scholarly activity, serve the regional community, and prepare students for professional employment and community leadership. The graduate ATP at Concord University will prepare students for entry into the athletic training profession. Upon completion of the MSAT, students will be eligible to sit for the national Board of Certification (BOC) Examination.

Concord University Mission

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community.

Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication, and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

Educational Goals of Concord University

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

- The General Studies Program provides opportunities to begin developing skills needed for addressing complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment.
- Building on the General Studies program, the baccalaureate degree programs provide opportunities for in-depth study in a student's chosen field(s).
- Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy, adapted as needed for the demands of various kinds of discourse:
    - listening and speaking
    - reading and writing
    - numeracy
    - graphic communication
    - non-verbal communication
    - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices
2. An awareness of the fundamental characteristics and properties of the physical universe.
3. An ability to interpret events and trends within historical contexts.
4. Acquaintance with principles underlying languages - for example, linguistic, mathematical, and computer-language systems.
5. A recognition of the complex interactions between organisms, including human beings, and their environments.
6. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.
7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership--including leadership by example--and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

ATP Mission: The primary mission of the graduate ATP will be to educate each student about the theoretical and clinical skills necessary to work effectively with the physiological, psychological, and biomechanical aspects of injury, illness, and performance regarding physically active individuals. Students will be presented with the didactic, psychomotor, and affective experiences. These experiences will enable students to exercise sound ethical judgment, critical thinking, and problem solving skills to assist them in achieving satisfying careers and making positive contributions to their profession and communities. In addition, the graduate ATP will guide the student on the journey to become a lifelong learner through obligatory professional continuing education.

The following information outlines programmatic objectives the graduate ATP will use to determine its effectiveness as they related to six measured outcomes. The first five outcomes and their supporting objectives align with the professional educational domains established by the Commission on Accreditation of Athletic Training Education (CAATE) and will be used to measure student performance. The sixth outcome and its objectives relate to programmatic performance. Each outcome is presented with its own timeline and divided into 2-5 objectives. These objectives are measured collectively 4-6 benchmarks addressed later in this report. Each benchmark includes the name of the position responsible for measuring its achievement, the frequency in which the benchmark is to be measured, and a guide for actions to be taken should a deficiency be identified. The Outcome, Objective, Benchmark Assessment Plan Form (Appendix A) will be utilized to evaluate benchmarks and provides the faculty and program administration the opportunity to document the actions needed post assessment. It also includes reference to each outcome and objective as said align with the Learning Goals for Concord University.

Outcome I: Health and Wellness Promotion and Injury and Illness Prevention

Students will effectively promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Objective I:A – Demonstrate the ability to design wellness and prevention programs for physically active populations.
Objective I:B – Demonstrate the ability to administer pre-participation screening for physical activity.
Objective I:C – Demonstrate the ability to administer routine preventative care during daily patient interactions.
Objective I:D – Demonstrate the ability to educate patients, participant, parents, general population, and appropriate personnel with the intent of preventing activity related injuries and conditions.

Outcome II: Clinical Assessment, Evaluation, and Diagnosis

Students will effectively implement systematic, evidence-based examinations, and assessments to formulate valid clinical diagnoses and determine patients' plan of care and appropriate referral.

Objective II:A – Demonstrate the ability to conduct a comprehensive individual history, thorough observation, and relevant review of medical records.
Objective II:B – Demonstrate the ability to correctly identify and diagnosis orthopedic injuries and medical conditions related to or effecting physical activity.
Objective II:C – Demonstrate the ability to appropriately educate patients, and appropriate individuals, regarding clinical findings and outcome prognoses.
Objective II:D – Understand how to effectively and efficiently conduct evidence-based practice (EBP) and research.

Outcome III: Emergency Care

Students will effectively integrate best practices in immediate and emergency care for optimal outcomes.

Objective III:A – Demonstrate the ability to design and implement Emergency Action Plans.
Objective III:B – Demonstrate the ability to appropriately triage and determine if conditions, injuries, and/or illness are life-threatening.
Objective III:C – Demonstrate the ability to implement appropriate referral strategies for the emergency transfer of a patient.

Outcome IV: Therapeutic Interventions

Students will effectively rehabilitate and recondition injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on evidence-based core concepts using the applications of therapeutic exercise, modality devices, and manual techniques.

Objective IV:A – Demonstrate the ability to appropriately develop, evaluate, and modify therapeutic care to optimize patients outcomes.

Objective IV:B – Demonstrate the ability to appropriately and correctly administer therapeutic exercises, therapeutic modalities, and manual techniques to patients in order to optimize recovery and function.
Objective IV:C – Demonstrate the ability to appropriately and correctly administer therapeutic interventions for general medical conditions or illnesses in order to optimize recovery and function.
Objective IV:D – Demonstrate the ability to appropriately and correctly evaluate patients' functional return to participation in order to optimize recovery and minimize the risk of further damage, re-injury, or re-aggravation.
Objective IV:E – Demonstrate knowledge of various and appropriate equipment, and its maintenance, for the purpose of administering therapeutic exercises, therapeutic modalities, manual techniques, functional assessments, and therapeutic interventions.

Outcome V: Organizational, Administrative, and Professional Responsibilities

Students will effectively integrate best practices in policy construction and implementation, documentation, basic business practices, and professionalism to promote optimal patient care and professional well-being.

Objective V:A – Demonstrate the ability to develop policies, procedures, and strategies to address risks and organizational needs.
Objective V:B – Demonstrate an understanding of the need to have knowledge of and practice within local, state, and national regulations, guidelines, recommendations, and professional standards.
Objective V:C – Demonstrate knowledge of topics and components of all of the NATA Position Statements and Consensus Statements.
Objective V:D – Demonstrate knowledge the process for completing the BOC required continuing education requirements.

Outcome VI: Program Results

The Athletic Training Program will continuously produce quality students to transition to practice as competent professionals in accordance with all professional standards, responsibilities, and guidelines set forth by the CAATE, BOC, NATA, local, state, and federal governance within the mission of Concord University.

Objective VI:A – The program will grow and maintain a number of students within the professional phase of the ATP to justify the continued offering of the athletic training major and degree at CU.
Objective VI:B – The program will demonstrate the ability to produce competent health care professionals.
Objective VI:C – The program will provide an a safe and motivational learning environment for students.

Program Description: Program Identification (6.2.b.)

The title and CIP Code for this Degree/Major/Specialization is Athletic Training/Trainer; CIP Code – 51.0913. A program that prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions. Includes instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations

Program Description: Program Features (6.2.c.)

The purpose of graduate ATP will be to prepare highly trained professionals who effectively deliver acute and long-term health care to physically active individuals and populations. This program will focus on: the prevention, evaluation, and diagnosis of orthopedic and general medical conditions, injuries, and illnesses; acute life threatening health care interventions for orthopedic and general medical conditions, injuries, and illnesses; intermediate and long-term therapeutic rehabilitation, interventions, and modalities for orthopedic and general medical conditions, injuries, and illnesses; clinical health care experiences; professional research and documentation; and health care administration.

Program Description: Program Features: Admissions and Performance Standards (6.2.c.1.)

Students at the graduate level must first have a foundational exposure to emergency first aid and CPR/AED, athletic taping, human anatomy and physiology, exercise physiology, sports nutrition, kinesiology, sciences, statistics, and community related health care. Upon completion of undergraduate prerequisites, students may apply to the professional phase of the ATP to begin graduate coursework and clinical experiences toward earning the MSAT. This content is described in the 2020 Standards for Accreditation of Professional Athletic Training Programs (CAATE, 2018) (Appendix B). This program is designed to also accept students who have completed the undergraduate prerequisites from other institution into the professional phase and graduate level of the ATP in order to allow for greater access to potential student populations.

Graduate Athletic Training Program Admission Requirements

1. Submissions of **completed** Graduate Athletic Training Program Application Files will be reviewed on a rolling basis beginning November 1 with a final deadline for submission to the Program Director no later than February 1 of the preceding academic year
2. Letter of application
3. Completion the Graduate Athletic Training Program Application Form
4. 3 professional letters of recommendation
5. Must have earned a minimum of 90 semester hours prior to acceptance, or a bachelor's degree, including a minimum grade of C or higher in all the following pre-requisites (or comparable courses if a transfer student):
    - HS 201: Emergency Care (or CPR Certification)

- HS 360: Observational Practicum in Practicum (or 50 hours of professional athletitc training observation)
- EXSS 314: Exercise Physiology
- BIOL 101: General Biology
- BIOL 335: Anatomy and Physiology I
- BIOL 335L: Anatomy and Physiology I Lab
- BIOL 336: Anatomy and Physiology II
- BIOL 366L: Anatomy and Physiology II Lab
- CHEM 101: General Chemistry
- CHEM 111: General Chemistry Lab
- HED 304: Nutrition
- HS 301: Public Health Epidemiology
- MATH 105: Elementary Statistics
- EXSS 315: Kinesiology and Biomechanics
- PHYS 101: Introctory Physics
- PSY 101: Introduction to Psychology

6. A minimum overall undergraduate GPA of 2.75
7. Completed medical history and physical including proof of immunization and PPD Skin test results
8. Completion of Technical Standards Form
9. Completion of Communicable Disease Form
10. Confirmed admission to the Graduate College at Concord University
11. Satisfactory completion of an interview with the ATP faculty and personnel

Minimum Retention Standards

1. Any candidate falling below a 3.0 will be placed on academic probation,
2. Candidates who are placed on academic probation for two consecutive semesters will be dismissed from the graduate program
3. Candidates must earn the minimum grade of “C” to successfully complete a course and continue matriculation through the program
4. Additionally, a separate requirement of earning a “B” or higher is required for all Athletic Training practicum (AT 560, AT 561, AT 562, AT 665, AT 667), immersion (AT 650, AT 651), and inter-professional practicum (AT 663, AT 664) courses

Graduation Requirements

In addition to the programmatic course requirements listed previously, MSAT program completers must meet all of the following criteria:

1. A minimum overall GPA of 3.0 within the graduate program
2. Complete all of the 71 required credit hours as described in the MSAT Audit Sheet
3. Achieve a minimum letter grade of “B” or higher in all Athletic Training practicum, immersion, and inter-professional practicum courses
4. Achieve a minimum letter grade of "C" or higher in all other Athletic Training curricular requirements

5. Completion of Professional Experience Requirements (PER)
6. Completion of MSAT Exit Interview

Program Description: Program Features: Program Requirements (6.2.c.2.)

The following information describes course and major requirements, credit-hour requirements, research-tool requirements, examination procedures, and requirements for a thesis. Also included are clinical experience requirements and MSAT specific professional education requirements.

General Description

This proposed program will require a minimum 161 credit hours over five years in a 3+2 format (Appendix C: MSAT Audit Sheet). The first three years will be focused on fulfilling general studies requirements towards the proposed Bachelor of Science in Health Science (BSHS) and prerequisites for application and admission into the last two years, or professional phase, of the graduate program. Graduate level courses taken during the students' fourth year will be allotted toward completion of Pre-MSAT track of the BSHS, which will be awarded upon completion of 120 overall undergraduate/graduate credits and fulfillment of all other undergraduate degree requirements. Prerequisite and required undergraduate courses are list in the previous *Graduate Athletic Training Program Admission Requirements* in section 6.2.c.1.

Students completing other undergraduate degrees at CU or other institutions may also apply to the graduate program of the professional phase of the ATP if the same prerequisites and application materials have been completed. Students wishing to follow this latter path may enroll in prerequisite courses at CU prior to graduate application if necessary. All undergraduate courses will culminate in a pre-professional phase practicum. Said practicum will prepare students the graduate program. This will include but not be limited to terminology, policies and procedures, clinical observations, proficiency skills, and the program application process.

Students will be admitted into the final two years of the MSAT program in cohorts. There will be a systematic and sequential matriculation through the program (Summer/Fall/Spring) (Appendix D: MSAT 3+2 Matriculation Plan).

Clinical Experience-Based Courses

All courses related to clinical experiences are listed according to the order in which students will matriculate (Table 1). There are two versions of clinical experiences: practicums and clinical immersions. Practicums provide the student with clinical based opportunities within a variety of athletic training settings. Classroom and laboratory sessions are designed to introduce the learner to specific educational competencies and clinical proficiencies. Proficiencies will be practiced and assessed for given standards of achievement and linked to courses previously taken. Professional and educational behaviors will also be addressed. Content will be presented and reviewed in the form of lecture, group work, lab activities, in-services, journal clubs, and online discussion boards. Content will be assessed in the form of oral/practical exams, proficiency completion, clinical performance evaluations, and case studies. Students will be

enrolled in other didactic courses or online courses while also enrolled in practicum courses. A clinical immersion is a practice-intensive clinical experience that allows the student to experience the totality of care provided by athletic trainers. Students will participate in the day-to-day and week-to-week role of an athletic trainer for two 8-week sessions in each of their final semesters. No didactic courses will be taught during this time, however, online education will be included that does not detract from the nature of an immersive clinical experience. Since students will not be involved in face-to-face didactic course work, these immersion experiences may take place in any healthcare setting or location and are not restricted by geographic location.

There will be 4 versions of practicum courses.

- AT 560: Practicum I will be an intensive content and hands-on experience in the first Summer II session to engage students in a clinical setting related to pre-season athletics. Emphasis will be placed on terminology, emergency action plans, emergency care, bracing, taping, ambulation, programmatic policies and procedures training.
- AT 561: Practicum II and AT 562: Practicum III will be full semester courses in the student's first year in the MSAT following the above descriptions. Students will be required to complete a minimum of 10 clinical experience hours per week and a total of 200 per semester while assigned to a clinical preceptor, in addition to the laboratory meetings each week. Area of didactic and proficiency emphasis will include content from previous courses.
- AT 663: Inter-professional Practicum I and AT 664: Inter-professional Practicum II will be 4-week sessions in the student's second summer. Students will complete clinical experiences similar to those of the general practicums, but will not be limited by geographic location. Students will engage in clinical experiences with non-athletic trainer health care providers serving as preceptors. There will be no proficiencies associated with these course, but students will be expected to participate in journal clubs, discussion boards, and self-evaluations. Preceptors will conduct performance assessments.
- AT 665: Practicum IV and 667: Practicum V will be the same format as AT 561: Practicum II and AT 562: Practicum III but delivered in an 8-week design to allow for the clinical immersions.

Table 1. Courses related to clinical experiences in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 560*	AT Practicum I	1	1st year	Summer II
AT 561	AT Practicum II	4	1st year	Fall
AT 562	AT Practicum III	4	1st year	Spring
AT 663*	Inter-professional Practicum I	1	2nd year	Summer I
AT 664*	Inter-professional Practicum II	1	2nd year	Summer II
AT 665**	AT Practicum IV	2	2nd year	Fall (1st 8-wks)
AT 650*	Clinical Immersion I	3	2nd year	Fall (2nd 8-wks)
AT 667**	AT Practicum V	2	2nd year	Spring (1st 8-wks)
AT 651*	Clinical Immersion II	3	2nd year	Spring (2nd 8-wks)

Non-asterisk courses remain relatively unchanged from current offerings
*New courses

**Courses adapted from current undergraduate offerings to accommodate needs of the MSAT

Evidence-Based Practice and Research Courses

There will also be five progressive courses combining evidence-based research and practice (Table 2).

- AT 570: Evidence-Based Practice and Research in Healthcare I will be an online course offered in the first summer session of the student's first year. It will serve as an introduction to how to effectively and efficiently conduct reasearch related to best healthcare practices and maximizing patient outcomes. Assessment will be conducted online through research assignments and examinations. Students will begin to identify potetial topics related to thesis research.
- AT 571: Evidence-Based Practice and Research in Healthcare II will be an online course offered in the second summer session of the student's first year. It will teach the student how to critically analyze and improve current research. Assessment will be conducted online through research assignments and examinations. Students will be encouraged to narrow topics for thesis research and discuss methods into which they should procede to write a research problem, operational definitions, and a review of literature.
- AT 672: Evidence-Based Practice and Research in Healthcare III will be an online course offered in the first summer session of the student's second year. Students should have completed a review of literature prior to this course. It will require students to formally describe the process by which they intend to carry out the research methodology related to the thesis and submit the procedures for IRB approval. Assessment will involve the evaluation of completed research design and IRB approval for the thesis.
- AT 673: Evidence-Based Practice and Research in Healthcare IV will be an online course offered in the second summer session of the student's second year. Regular virtual meetings will occur between the student and the thesis chair to assess progress and data collection. Assessment will be based on completion of the data collection.
- AT 675: Thesis Capstone: Research Presentation/Publication will be the culmination of the research sequence. Regular meetings will occur between the student and the thesis chair to assess progress thoughout the student's matriculation through the program. Assessment will be conducted in the form of an oral defense and work submitted for publication in the final semester.

Table 2. Courses related to research in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 570*	Evidence-Based Practice and Research in Healthcare I	1	1st year	Summer I
AT 571*	Evidence-Based Practice and Research in Healthcare II	1	1st year	Summer II
AT 572*	Evidence-Based Practice and Research in Healthcare III	1	2nd year	Summer I
AT 573*	Evidence-Based Practice and Research in Healthcare IV	1	2nd year	Summer II

AT 674*	Thesis Capstone: Research Presentation/Publication	3	2nd year	Spring

*All courses in this category would be new

Evaluation-Based Courses

There are three injury evaluation courses each with a corresponding lab and one general medical course with a lab (Table 3).

- Injury evaluation courses and labs include: AT 500(L): Evaluation of Head, Neck, Trunk, and Spine and Lab, AT 501(L): Lower Extremity Injury Evaluation and Lab, 502(L): Upper Extremity Injury Evaluation and Lab. Versions of these courses are offered in current undergraduate curriculum. Few changes would be made to courses and the current face-to-face delivery or assessments to accommodate graduate level expectations.
- AT 503: General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training will be adpated by combining the current general medical concerns course with the pharmacology component of a current theraputic interventions course. Few changes would be made to courses and the current face-to-face delivery or assessments to accommodate graduate level expectations.
- AT 503L: General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training Lab would allow a separate lab time to practice hands-on evaluation skills that currently are included with the lacteure of the undergraduate course. The addition of this lab permits the inclusion of the pharmacological component of the lecture and added rediological conerns to the lab. Assessment will be conducted through oral/practical examinations.

Table 3. Courses related to injury evaluation and medical assessment in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 500	Evaluation of Head, Neck, Trunk, and Spine	2	1st year	Fall
AT 500L	Evaluation of Head, Neck, Trunk, and Spine Lab	1	1st year	Fall
AT 501	Lower Extremity Injury Evaluation	3	1st year	Fall
AT 501L	Lower Extremity Injury Evaluation Lab	1	1st year	Fall
AT 502	Upper Extremity Injury Evaluation	3	1st year	Spring
AT 502L	Upper Extremity Injury Evaluation Lab	1	1st year	Spring
AT 503**	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training	3	1st year	Spring
AT 503L*	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training Lab	1	1st year	Spring

Non-asterisk courses remain relatively unchanged from current offerings

*New course

**Course adapted from current undergraduate offerings to accommodate needs of the MSAT

Therapeutic Intervention-Based Courses

Intervention courses are those that instruct students on how to intervene on behalf of the patients' physical, emotional, and/or mental well-being. Courses related to pharmacology, modalities, rehabilitation, and psychosocial interventions are described in Table 4.

- AT 503(L): General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training and Lab are primarily evaluation courses. Pharmocoligocal intervention and radiological referrals are closely related to the content of the course and will be integrated into the design. Currently, an undergraduate version of pharmocology is taught with psychosocial issues, but to accommodate better alignment with medical concerns and avoid redindency it will be realligned. Radiological concerns will be added to tjhis course as well. Current face-to-face delivery and assessments will also be integrated accordingly assessments to accommodate graduate level expectations.
- Versions of AT 510(L): Therapeutic Modalities and Lab and AT 511(L): Therapeutic Exercise and Rehabilitation I and Lab are already taught at the undergraduate level. Few changes would be made to courses and the current face-to-face delivery or assessments.
- AT 612: Psychological, Social, & Diversity Concerns in AT has a similar version taugh currently at the undergraduate level that is comnbined with pharmacological issues. This new graduate design permits much more attention to be devoted to this important topic and allows the expansion into related issues of psychological disorders and diversity. Face-to-face delivery, traditional assesssments, and role play will be incorporated into this course.
- AT 613(L): Therapeutic Exercise and Rehabilitation II and Lab also has a similar version already taught at the undergraduate level. Few changes would be made to courses and the current face-to-face delivery or assessments other than it would be converted to an 8-week course meeting for days a week to permit students to participate in their first clinical immersion in the fall of their second year.

Table 4. Courses related to therapeutic interventions in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 510	Therapeutic Modalities	2	1st year	Fall
AT 510L	Therapeutic Modalities Lab	1	1st year	Fall
AT 503**	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training	3	1st year	Spring
AT 503L*	General Medical, Pharmacological, and Radiologicial Concerns in Athletic Training Lab	1	1st year	Spring
AT 511	Therapeutic Exercise & Rehabilitation I	3	1st year	Fall
AT 511L	Therapeutic Exercise & Rehabilitation I Lab	1	1st year	Fall
AT 612**	Psychological, Social, & Diversity Concerns in AT	2	2nd year	Summer I
AT 613	Therapeutic Exercise & Rehabilitation II	3	2nd year	Fall (1st 8-wks)
AT 613L	Therapeutic Exercise & Rehabilitation II Lab	1	2nd year	Fall (1st 8-wks)

Non-asterisk courses remain relatively unchanged from current offerings
*New course
**Course adapted from current undergraduate offerings to accommodate needs of the MSAT

Miscellaneous Content Courses

All other courses (Table 5) in conjunctions with the aforementioned categories will each address specific professional content to culminate in a BOC preparatory course during the final semester as students practice, confirm eligibility, apply, and sit for the BOC exam. The entire curriculum content and design is aimed to prepare students to pass the BOC exam to become effective and confident healthcare providers and leaders in the profession of athletic training.

- AT 590: Organization & Administration in AT is currently taught at the undergraduate level, but will be converted to an online course in the summer with added content related to healthcare informatics.
- AT 591: Position Statements and Trends in Athletic Training I will be on online course focusing on the Professional Domains of Athletic Training, NATA Code of Ethics, and professional publications of best practices released by athletic training governing bodies and professional associations.
- AT 592: Position Statements and Trends in Athletic Training II will be on online course and continuation of AT 591: Position Statements and Trends in Athletic Training I focusing on the professional publications of best practices released by athletic training governing bodies and professional associations.
- AT 620: Strength and Conditioning will be an online summer course focused on assisting students to obtain a secondary certification and credential as a Certified Strength and Conditioning Specialist (CSCS).
- AT 621: Special Topics in Athletic Training will serve as a BOC preparatory course and conduct assessments through the use of mock examinations and preparatory workshops.

Table 5. Miscellaneous AT courses in sequence of completion

Course Number	Course Title	Credit Hours	Year	Session
AT 590	Organization & Administration in AT	2	1st year	Summer I
AT 591*	Position Statements & Trends I	1	1st year	Summer II
AT 592*	Position Statements & Trends II	1	1st year	Summer II
AT 620*	Strength & Conditioning	2	2nd year	Summer II
AT 621	Special Topics in AT	2	2nd year	Spring (1st 8-wks)

Non-asterisk courses remain relatively unchanged from current offerings
*New course
**Course adapted from current undergraduate offerings to accommodate needs of the MSAT

Program Description: Program Features: Program Outcomes (6.2.d.)

Students who graduate from the ATP will be eligible to sit for the national BOC exam to obtain ATC credentialing (Athletic Trainer, Certified). The ATC credential indicates professional entry-level competence and an understanding of the required continuing education also overseen by the BOC. Eligibility to sit for the BOC Exam is based on academic qualification, CPR certification, and approval by the ATP program director. The academic qualification for the

BOC Exam requires an individual to hold a master's degree from an ATP accredited by the Commission on the Accreditation of Athletic Training Education (CAATE).

The collective goal of the MSAT is to graduate and produce highly competent and skilled professionals in the field of athletic training. MSAT graduates will be eligible to take the BOC Exam. Listed below are six outcomes, each of which is divided into supporting objectives previously discussed in section 6.2.a and incorporated in to the Outcome, Objective and Benchmark Assessment Plan Form in Appendix A. Outcomes I through V are student oriented and based directly on the Domains identified in the 2015 Practice Analysis, 7th Edition of the Board of Certification, Inc. (BOC, 2015) Outcome VI is program oriented and meant to reflect the overall mission of the CU ATP that meet the Standards set forth by the CAATE. Outcomes and objectives will be measured by the accompanying benchmarks and assessment guidelines. Since this is a 5-year program, with a 3+2 curricular design, some assessment considerations apply to undergraduate courses even though this is a Master's degree.

Outcome I: Health and Wellness Promotion and Injury and Illness Prevention

Students will effectively promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Timeline:

Partial assessments of Benchmarks measuring Outcome I and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective I:A – Demonstrate the ability to design wellness and prevention programs for physically active populations.
Objective I:B – Demonstrate the ability to administer pre-participation screening for physical activity.
Objective I:C – Demonstrate the ability to administer routine preventative care during daily patient interactions.
Objective I:D – Demonstrate the ability to educate patients, participant, parents, general population, and appropriate personnel with the intent of preventing activity related injuries and conditions.

Benchmark I:1 – Have 80% of undergraduate students enrolled in HS 221: Introduction to Athletic Training earn a grade of "C" or higher.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark I:2 – Have 100% of professional phase athletic training students earn a "C" or higher in EXSS 314: Exercise Physiology, AT 511/511L: Exercise and Therapeutic Rehabilitation I and Lab, AT 613/613L: Exercise and Therapeutic Rehabilitation II and Lab, AT 590: Organization and Administration in Athletic Training, and AT 612: Psychological, Social, and Diversity Concerns in Athletic Training.

Measured by: Course instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark I:3 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to injury prevention and preventative care.

Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).

Frequency of Measurement: At mid-term and final a-track evaluations.

If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark I:4 – Successfully complete proficiencies related to injury prevention and preventative care with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material.

Benchmark I:5 – Participate in at least one fall pre-season and screening program for an entire team prior to graduation.

Measured by: CEC and student advisor

Frequency of Measurement: Assigned by the CEC in AT 560: Athletic Training Practicum I of the second summer session of the first year in the Masters ATP for the upcoming fall pre-season. Recorded by the CEC at the conclusion of the pre-season and included in the Professional Education Requirements (Appendix E) which are reviewed and logged by advisors.

If Deficiency is Identified: If not completed during a student's first year in the professional phase of the ATP, it must be completed during the second year, prior to graduation

Benchmark I:6 - Successfully demonstrate a sample presentation for the purpose of educating a relevant and specified population related to physical activity with a minimum score of 70%.

Measured by: AT 665: Practicum in Athletic Training IV Instructor.

Frequency of Measurement: At conclusion of related assignments during enrollment in AT 665 during spring of second fall in the Masters ATP.

If Deficiency is Identified: The student must make corrections to the related assignments based on the critique(s) made by the course instructor.

Outcome II: Clinical Assessment, Evaluation, and Diagnosis

Students will effectively implement systematic, evidence-based examinations, and assessments to formulate valid clinical diagnoses and determine patients' plan of care and appropriate referral.

Timeline:

Partial assessments of Benchmarks measuring Outcome II and its Objectives will be the mid-term of fall and spring semesters. Full assessments will be conducted at the end of the fall and spring semesters. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective II:A – Demonstrate the ability to conduct a comprehensive individual history, thorough observation, and relevant review of medical records.
Objective II:B – Demonstrate the ability to correctly identify and diagnosis orthopedic injuries and medical conditions related to or effecting physical activity.
Objective II:C – Demonstrate the ability to appropriately educate patients, and appropriate individuals, regarding clinical findings and outcome prognoses.
Objective II:D – Understand how to effectively and efficiently conduct evidence-based practice (EBP) and research.

Benchmark II:1 – Earn a grade of "C" of higher in AT 500: Evaluation of Head, Neck, Trunk, and Spine Injuries, AT 501: Evaluation of Lower Extremity Injuries, AT 502: Evaluation of Upper Extremity Injuries, and AT 503: General Medical, Pharmacological, and Radiological Concerns in Athletic Training.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark II:2 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to injury evaluation, diagnosis and referral.
Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).
Frequency of Measurement: At mid-term and final a-track evaluations.
If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark II:3 – Successfully complete proficiencies related to injury evaluation, diagnosis and referral with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material

Benchmark II:4 – Earn a grade of "B" of higher in HS 360: Observational Practicum in Athletic Training, AT 560: Athletic Training Practicum I, AT 561: Athletic Training Practicum II, AT 562: Athletic Training Practicum III, AT 663: Inter-professional Practicum I, AT 664: Inter-professional Practicum II, AT 665: Athletic Training Practicum IV, and AT 667 Athletic Training Practicum V.
Measured by: Practicum instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark II:5 – Earn a grade of "C" of higher on all case study assignments with each practicum course, within the Masters ATP, including the case study assignment in AT 667 incorporating EBP into practice.
Measured by: Practicum instructor(s).
Frequency of Measurement: Grading of each case study paper and case study presentation.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to make corrections to the case study paper.

Benchmark II:6 – Earn a grade of "C" of higher in AT 570: Evidence-Based Practice & Research in Healthcare I and AT 571: Evidence-Based Practice & Research in Healthcare II.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Outcome III: Emergency Care

Students will effectively integrate best practices in immediate and emergency care for optimal outcomes.

Timeline:

Partial assessments of Benchmarks measuring Outcome III and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective III:A – Demonstrate the ability to design and implement Emergency Action Plans.

Objective III:B – Demonstrate the ability to appropriately triage and determine if conditions, injuries, and/or illness are life-threatening.
Objective III:C – Demonstrate the ability to implement appropriate referral strategies for the emergency transfer of a patient.

Benchmark III:1 – Earn a grade of "C" of higher in HS 201: Emergency Care, AT 500: Evaluation of Head, Neck, Trunk, and Spine Injuries, AT 591: Position Statement and Trends in Athletic Training I, AT 592: Position Statement and Trends in Athletic Training II, and AT 503: General Medical, Pharmacological, and Radiological Concerns in Athletic Training.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark III:2 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to immediate and emergency care.
Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).
Frequency of Measurement: At mid-term and final a-track evaluations.
If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark III:3 – Successfully complete proficiencies related to in immediate and emergency care with a minimum score of 80%.
Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material

Benchmark III:4 - Successfully complete assignments for the design a sample Emergency Action Plan with a minimum score of 70%.
Measured by: Course Instructor for AT 591 Position Statements and Trends in Athletic Training I and AT 592 Position Statements and Trends in Athletic Training II.
Frequency of Measurement: At conclusion of related assignments in AT 592.
If Deficiency is Identified: The student must make corrections to the related assignments based on the critique(s) made by the course instructor.

Outcome IV: Therapeutic Interventions

Students will effectively rehabilitate and recondition injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on evidence-based core

concepts using the applications of therapeutic exercise, modality devices, and manual techniques.

Timeline:

Partial assessments of Benchmarks measuring Outcome IV and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective IV:A – Demonstrate the ability to appropriately develop, evaluate, and modify therapeutic care to optimize patient outcomes.
Objective IV:B – Demonstrate the ability to appropriately and correctly administer therapeutic exercises, therapeutic modalities, and manual techniques to patients in order to optimize recovery and function.
Objective IV:C – Demonstrate the ability to appropriately and correctly administer therapeutic interventions for general medical conditions or illnesses in order to optimize recovery and function.
Objective IV:D – Demonstrate the ability to appropriately and correctly evaluate patients' functional return to participation in order to optimize recovery and minimize the risk of further damage, re-injury, or re-aggravation.
Objective IV:E – Demonstrate knowledge of various and appropriate equipment, and its maintenance, for the purpose of administering therapeutic exercises, therapeutic modalities, manual techniques, functional assessments, and therapeutic interventions.

Benchmark IV:1 – Earn a grade of "C" of higher in EXSS 314: Exercise Physiology, AT 503: General Medical, Pharmacological, and Radiological Concerns in Athletic Training, AT 510/510L: Therapeutic Modalities and Lab, AT 511/511L: Exercise and Therapeutic Rehabilitation I and Lab, AT 613/613L: Exercise and Therapeutic Rehabilitation II and Lab, AT 590: Organization and Administration in Athletic Training, and AT 612: Psychological, Social, and Diversity Concerns in Athletic Training.
Measured by: Course instructor(s).
Frequency of Measurement: At mid-term and final of the stated courses.
If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark IV:2 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to therapeutic exercises, therapeutic, modalities, manual therapies, functional assessments, and therapeutic interventions.
Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).
Frequency of Measurement: At mid-term and final a-track evaluations.
If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if

warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark IV:3 – Successfully complete proficiencies related therapeutic exercises, therapeutic, modalities, manual therapies, functional assessments, and therapeutic interventions with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material.

Benchmark IV:4 – Earn a grade of "C" of higher on each of the therapeutic exercise equipment and facilities assignments in AT 511: Exercise and Therapeutic Rehabilitation I.

Measured by: Course Instructor for AT 511: Exercise and Therapeutic Rehabilitation I.

Frequency of Measurement: At conclusion of related assignments in AT 511.

If Deficiency is Identified: The student must make corrections to the related assignments based on the critique(s) made by the course instructor.

Benchmark IV:5 – Earn a grade of "C" of higher on each of the therapeutic exercise program and protocol development assignments in AT 613: Exercise and Therapeutic Rehabilitation II.

Measured by: Course Instructor for AT 613: Exercise and Therapeutic Rehabilitation II.

Frequency of Measurement: At conclusion of related assignments in AT 613.

If Deficiency is Identified: The student must make corrections to the related assignments based on the critique(s) made by the course instructor.

Outcome V: Organizational, Administrative, and Professional Responsibilities

Students will effectively integrate best practices in policy construction and implementation, documentation, basic business practices, and professionalism to promote optimal patient care and professional well-being.

Timeline:

Partial assessments of Benchmarks measuring Outcome V and its Objectives will be the mid-term and final of fall semester and mid-term of spring semester. A full assessment will be conducted at the end of the spring semester. New teaching methods and/or inclusions will be incorporated as deficiencies are identified through assessments and student or faculty evaluation.

Objective V:A – Demonstrate the ability to develop policies, procedures, and strategies to address risks and organizational needs.

Objective V:B – Demonstrate an understanding of the need to have knowledge of and practice within local, state, and national regulations, guidelines, recommendations, and professional standards.

Objective V:C – Demonstrate knowledge of topics and components of all of the NATA Position Statements and Consensus Statements.

Objective V:D – Demonstrate knowledge the process for completing the BOC required continuing education requirements.

Benchmark V:1 – Earn a grade of "C" of higher in AT 590: Organization and Administration in Athletic Training.

Measured by: Course instructor.

Frequency of Measurement: At mid-term and final of the stated course.

If Deficiency is Identified: Instructor will set up individual meeting to advise the student and develop a plan to improve the grade, including study hall requirements and/or repeating the class if necessary.

Benchmark V:2 – Receive satisfactory ratings (3 out of 5 or higher), the equivalent of average skills, for all preceptor ratings relevant to organization and administration of policies and professional well-being.

Measured by: Rated by Preceptor and reviewed by Practicum Instructor(s).

Frequency of Measurement: At mid-term and final a-track evaluations.

If Deficiency is Identified: The assigned Preceptor will review the evaluation with the student to identify areas for improvement prior to both parties signing. If the behavior or skill is not corrected, as determined at discretion of the Preceptor, the Practicum Instructor will set up individual meeting (with the preceptor if warranted) to advise the student and develop a plan to improve upon the skill or behavior that has been identified as deficient.

Benchmark V:3 – Successfully complete proficiencies related to organization and administration of policies and professional well-being with a minimum score of 80%.

Measured by: Assigned Preceptor(s) and/or Practicum instructor(s).

Frequency of Measurement: At mid-term and final of the stated courses.

If Deficiency is Identified: Students have two opportunities to complete and pass each proficiency with the assigned Preceptor. If a third attempt is needed, it must be done with the Practicum Instructor after a formal review tutor session of the relevant material

Benchmark V:4 – Successfully complete all ATP Professional Education Requirements prior to graduation (graduating seniors only) (Appendix E).

Measured by: CEC and student advisor

Frequency of Measurement: Professional Education Requirements (Appendix E) are reviewed and logged by advisors. Some specific requirements are assigned by the CEC

If Deficiency is Identified: If not completed during a student's first year in the professional phase of the ATP, it must be completed during the second year, prior to graduation

Measured by: Assigned student advisor.

Frequency of Measurement: After each reported event and at the conclusion of each semester.

If Deficiency is Identified: If students have not completed a sufficient number of ATP Professional Education Requirements by the beginning of the last semester in the professional phase of the ATP the student and the advisor will develop a plan of experiences that will complete the requirements.

Outcome VI: Program Results

The Athletic Training Program will continuously produce quality students to transition to practice as competent professionals in accordance with all professional standards, responsibilities, and guidelines set forth by the CAATE, BOC, NATA, local, state, and federal governance and in accordance with the mission of Concord University.

Timeline:

The CU ATP is required by the CAATE to submit Annual Reports regarding Accreditation Standards. Information for the preceding academic year is due the following October. In the case of incomplete information or non-compliance a Rejoinder is due the following January. If the CAATE still determines non-compliance after the Rejoinder is reviewed the ATP program director must submit a Progress Report and Action Plan for correction of the deficiency by the following May.

Objective VI:A – The program will grow and maintain a number of students within the professional phase of the ATP to justify the continued offering of the athletic training major and degree at CU.
Objective VI:B – The program will demonstrate the ability to produce competent health care professionals.

Benchmark VI:1 – Successfully obtain a 100% first-time pass rate on the BOC examination at least one out of every three years with no cohorts receiving less than 70% of a first time pass rate.
Measured by: PD.
Frequency of Measurement: Annually and after each student completes the BOC exam while planning ahead for all possible outcomes from related to students currently within the professional phase of the ATP.
If Deficiency is Identified: The ATP faculty will adhere to all requirements and recommendations set forth by the CAATE

Benchmark VI:2 – Successfully remain in full compliance the all standards set forth by the CAATE
Measured by: PD, assisted by the CEC
Frequency of Measurement: Continuously, with added attention and review during required assessments and reports.
If Deficiency is Identified: The ATP faculty will assess the deficiency to work to identify a cause and/or method to implement to correct it and seek the advice of the CAATE in areas of non-compliance.

Benchmark VI:3 – Successfully maintain a post-graduation placement of 100%, with a minimum of 75% within an allied health or medical profession, and a minimum of 50% in an athletic training setting.
Measured by: PD, assisted by the CEC
Frequency of Measurement: Continuously, with added attention after each semester students graduate from the ATP.

If Deficiency is Identified: The ATP faculty will assess the deficiency to work to identify a cause and/or method to implement to correct it and seek the advice of the CU administrators and CU ATP alumni.

Benchmark VI:4 – Successfully grow and maintain the ATP to include 30-40 students within the professional phase of the program and produce 15-20 graduates annually.

Measured by: PD, assisted by the CEC

Frequency of Measurement: Continuously, with added attention during course registration and advising.

If Deficiency is Identified: The ATP will continue to work to identify opportunities to education the public and potential students about the athletic training profession and the CU ATP.

Benchmark VI:5 – Receive average rating of 4 out of 5 for all characteristics for Preceptors and Faculty on the Senior Exit Interviews. A qualitative analysis for themes will also be reviewed.

Measured by: PD, assisted by the CEC

Frequency of Measurement: Collected at the conclusion of spring semester in senior year during AT 4602 after all students in the April/May BOC window have completed the exam.

If Deficiency is Identified: The ATP will continue to work to identify opportunities improve instructional delivery and preceptor training.

Benchmark VI:6 – Receive average rating of 4 out of 5 for all responses to the BOC Debrief Assessment. A qualitative analysis for themes will also be reviewed. **(Students are informed that responses should not include direct BOC content, questions, or direct subject matter, but may address themes)**

Measured by: PD, assisted by the CEC

Frequency of Measurement: Collected at the conclusion of spring semester in senior year during AT 420 after all students in the April/May BOC window have completed the exam, but not yet received their scores

If Deficiency is Identified: The ATP will continue to work to identify opportunities improve instructional delivery and maintain or improve student confidence and preparation for the BOC Exam.

Benchmark VI:7 – Have individual students voluntarily participating in the ACES Workshop score above 50% on all Domain assessments and overall mock exam scores and average as a group within 5% of the national average (this assessment is only available based on student interest and financial ability to attend the workshop).

Measured by: PD records and compares data provided by ACES Workshop personnel.

Frequency of Measurement: Upon receipt of data for ACES Workshop

If Deficiency is Identified: A comparison to other assessment strategies is made. ATP faculty will address areas of concern through the curriculum, delivery style, and exam preparation.

Benchmark VI:8 – Complete satisfactory Clinical Site Evaluations with all scores of a 4 or higher.

Measured by: CEC

Frequency of Measurement:

Annually at the convenience of the CEC and clinical site supervisor.

<u>If Deficiency is Identified</u>: The ATP faculty will continue to work to identify opportunities improve safety and appropriateness of clinical sites. The ATP faculty will work to address identified concerns in all preceptor training when appropriate.

Program Description: Program Content (6.2.e)

Concord University seeks to implement a Master of Science in Athletic Training (MSAT), beginning in the fall of 2019. The 5-year program includes 90 undergrad graduate credit hours combined with 30 cross-listed (undergraduate & graduate) credit hours to complete the BSHS followed by 41 graduate credit hours to complete the MSAT for a combined total of 161 credit hours (Appendices C: MSAT Audit Sheet & D: MSAT 3+2 Matriculation Plan). The 90 undergraduate credit hours will include:

- 40 credit hours of general studies requirements,
- 31 credit hours from the core components of the BSHS (11 overlap with general studies),
- 27 Pre-MSAT track of the BSHS and addition MSAT pre-requisite courses (9 overlap with general studies and BSHS core),
- 4 credit hours for electives and a freshman orientation course.

The purpose for including the cross-listed courses is to enable students meet the 120 hours of credit required for the BSHS while still complying with Standard 9 of the *2020 Standards for Accreditation of Professional Athletic Training Programs Master's Degree Programs* which states:

> "All courses used to fulfill athletic training clinical experience requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level." (CAATE, 2018)

Program Need and Justification (6.3.)

Program Need and Justification: Relationship to Institutional Goals/Objectives (6.3.a.)

The relationships between the goals and objective of Concord University and the MSAT have been previously addressed in the Program Objectives (section 6.2.a.) and the Program Outcomes (section 6.2.d.). Direct links and assessments are also summarized, as previously mentioned in the Outcome, Objective, Benchmark Assessment Plan Form (Appendix A).

Program Need and Justification: Relationship to Institutional Goals/Objectives (6.3.b.)

Currently, there is one entry level graduate athletic training program in the state of West Virginia. Marshall University offers an MSAT. Concord University is seeking to be the second program in the state and the only program in the southern West Virginia service region to offer a graduate level athletic training degree. Athletic Training is currently only offered at the following public West Virginia institutions:

Undergraduate programs:

- Concord University offers a Bachelor's degree in athletic training.
- West Liberty University offers a Bachelor's degree in athletic training.
- West Virginia University offers a Bachelor's degree in athletic training.

Graduate Program

- Marshall University offers a Master's degree in athletic training.

Due to national accreditation changes by the CAATE, undergraduate programs will not be permitted to admit students after 2022, subsequently requiring all undergraduate programs to either be eliminated or transition to the graduate level. The development of this graduate program simply replaces the already established undergraduate program at Concord University. The need for multiple programs in the state has been established and demonstrated through the successful continuation of the established undergraduate programs throughout the state. However there will soon be increased demand at the remaining institutions because private institutions including Alderson-Broaddus University, which taught out its undergraduate program in spring 2018, and Wheeling Jesuit University, which has announced its intention to do the same.

Program Need and Justification: Program Planning and Development (6.3.c.)

Institutional resources have been invested in the development of this program proposal. These include personnel, financial and equipment resources, as listed below.

Personnel: Administrators in the currently established undergraduate ATP have invested many hours in the planning for and development of this program proposal. In addition to these individuals, there has also been an investment of time by the department faculty and administration as well as institutional administrators in the review of the proposed plan.

Financial: Financial resources were designated for compensation of summer work by program and department faculty in the development of the approved Intent to Plan and in the conduction of a needs assessment. During the summer of 2016 department faculty were paid to complete a needs assessment and to work on developing an intent to plan document, which was fully completed and approved in 2017.

Equipment: Concord University currently owns and maintains multiple pieces of educational equipment used in the current undergraduate program. This equipment is needed for teaching required athletic training knowledge, skills and abilities during athletic training course work. Each year additional pieces of equipment are added to the inventory to allow for continued education of modern athletic training knowledge, skills and abilities. These pieces of equipment will continue to be used in the MSAT.

Program Need and Justification: Clientele and Need (6.3.d.)

The following needs assessment conducted in the summer of 2016 supports the development of the MSAT. It demonstrated the value of continuing an athletic training program at Concord University and that there is a need for nationally certified athletic trainers in the region. These findings encouraged the continued development of the approved Intent to Plan and this program proposal.

The clientele (students) that will be served by the MSAT will be those students who desire to enter the professional field of athletic training as a certified athletic trainer. There will be no specific standards when classifying potential clientele such as age, vocation or academic background, though it is projected that a majority of the graduate students admitted into the MSAT will be coming from a health science or related undergraduate degree.

The following is a needs assessment that was conducted, justifying the need for the MSAT at Concord University:
The objective of this needs analysis was to identify the need for a Master's in Athletic Training at Concord University. The need has been established in two ways: the first being the need for this program among Concord University Athletic Training students and alumni; the second being the state of healthcare for athletes in the state of West Virginia.

Methods

This needs analysis reviewed data from multiple sources, including two original surveys developed for Concord University Athletic Training students and alumni. Secondary analysis of data from West Virginia High School Administrators was also reviewed.

Data. Two electronic surveys were developed and sent to Concord University Athletic Training students and alumni in May 2016. Data was collected across a two week period, with one reminder email sent. Fourteen Athletic Training alumni completed the survey and sixteen Athletic Training students completed the survey.

The alumni survey assessed demographics including gender, education level, year of graduation, and current employment. Questions specific to the proposed Masters in Athletic Training included interest and opinions on the structure of the program.

The student survey also assessed demographics including gender, year, and education plans. Questions specific to the proposed Masters in Athletic Training included interest in the program and opinions on the structure of the program.

Results

Alumni Survey. A total of 14 alumni responded (50% response rate) to the survey sent to them, however only 13 respondents completed the entire survey. The majority graduated in the past five years (57%), were female (86%), and are currently working as an Athletic Trainer outside of West Virginia (79%). Roughly a third (36%) had a Bachelor's degree as their highest level of education with 21% holding a Masters in Athletic Training, 29% holding a Master's in a different field, one alumni (7%) is currently working on a masters in a different field, and one alumni (7%) is currently earning their doctorate (see Table 6).

Table 6: Alumni demographics

What year did you graduate from Concord University?		
	Number	Percentage
2012-2016	8	57%
2008-2011	3	21%
2002-2007	2	14%
No response	1	7%
Gender		
Female	12	86%
Male	2	14%
Are you currently employed as an Athletic Trainer?		
Yes, in WV	2	14%
Yes, outside of WV	11	79%
No	1	7%
What is the highest degree you have earned?		
Bachelor's	5	36%
Master's in Athletic Training	3	21%
Masters Candidate in a different field	1	7%
Master's degree in a different field	4	29%
Doctoral Candidate	1	7%

A majority of alumni (77%) reported that they would have been interested in completing their Masters in Athletic Training when they were a student at Concord University. A fourth (25%) reported that they would be interested in completing their Masters in Athletic Training at this

time if it were available; this would be the majority of students who do not have a graduate degree at this time (see Table 7).

Table 7: Past and current interest in a Masters in athletic training at Concord University

If a Master's in Athletic Training were available **when you were a student at Concord**, would you have been interested in completing that graduate degree at that time?		
	Number	Percentage
Yes	10	77%
No	3	23%
If a Master's in Athletic Training were available at Concord, would you be interested in completing that graduate degree **now?**		
Yes	3	25%
No	9	75%

Regarding program structure, the vast majority (92%) of alumni stated that they would prefer a five year combined undergraduate/graduate degree (Table 8).

Table 8: Alumni opinions on program structure

When you were an undergraduate student, would you have been more interested in:		
	Number	Percentage
A five year combined undergraduate/graduate degree resulting in a BS and MAT at Concord University	12	92%
A traditional 2 year MAT degree following a 4 year Bachelor's degree at Concord University	1	8%

Student Survey. A total of 16 students submitted responses to the survey (45.7% response rate). A third (31%) had just completed their first year, 31% had completed their second year, and 25% had completed their third year, giving a fairly even distribution of years in school. The majority of respondents were female (81%). Half of the students (50%) plan to earn a Master's in Athletic Training, 19% plan to earn a master's degree in a different field, one student (6%) has plans to earn a doctorate, and 25% plan to earn a professional degree. All respondents plan to continue their education after earning their bachelor's degree (see Table 9).

Table 9: Student demographics

Did you just complete your:		
	Number	Percentage
First year in College	5	31%
Second year in College	5	31%
Third year in College	4	25%
Fourth year in College	0	0%
Other	2	13%
Gender		
Female	13	81%
Male	3	19%
What is the highest degree that you plan to earn?		

Bachelor's	0	0%
Master's in Athletic Training	8	50%
Master's degree in a different field	3	19%
Doctoral Degree	1	6%
Professional Degree (PT,OT,etc.)	4	25%

The majority (75%) of student respondents reported interest in completing the Master's in Athletic training if it were available at Concord University (see Table 10).

Table 10: Student interest in completing a Masters in athletic training at Concord University

If a Masters in Athletic Training were available at Concord, would you be interested in **completing** that graduate degree?		
Yes	12	75%
No	4	25%

When asked their opinion on program structure, 69% of respondents reported a preference for a five year combined undergraduate/graduate degree, rather than a traditional 4 year undergraduate, followed by a traditional 2 year Master's degree (see Table 11).

Table 11: Student opinions on program structure

Would you be more interested in:		
	Number	Percentage
A five year combined undergraduate/graduate degree resulting in a BS and MAT at Concord University	11	69%
A traditional 2 year MAT degree following a 4 year Bachelor's degree at Concord University	5	31%

Needs Analysis Conclusion

The field of Athletic Training is currently undergoing changes. State and national governing bodies are becoming more concerned with the healthcare provided to athletes at all levels. As a result, greater attention is being given to standards and educational requirements for athletic trainers and athletic training programs. The state of West Virginia passed legislation requiring adequate sports medicine personnel for high school football programs, and there is a push for more stringent requirements. Additionally, CAATE, the national Athletic Training accrediting body is increasing requirements for certification to a Master's in Athletic Training. This needs analysis sought to determine the interest in a Master's in Athletic Training at Concord University and the need of the state for more certified Athletic Trainers.

The alumni survey showed that the vast majority of alumni respondents work in Athletic training (93%). The majority of respondents (64%) have earned or are currently earning a graduate degree, indicating that graduate education is an asset in the field of Athletic Training. The majority also reported that they would have been interested in the Masters in Athletic Training if it were available when they were students. Of those alumni who do not have a graduate degree

(36%), the majority (60%) would be interested in earning their Master's in Athletic Training at Concord University at this time.

In the student survey, all of the respondents plan to pursue some type of graduate degree. The majority (75%) reported that they would be interesting in earning a Master's in Athletic Training at Concord University, indicating that this is a degree that would fill the needs of current students at Concord University. Based on opinions of both alumni and students, it appears that the five year combined undergraduate/graduate degree would be preferable. The majority of both alumni (92%) and students (69%) reported that they would prefer this type of program compared to a traditional 4 year undergraduate degree following by a 2 year graduate degree.

Program Need and Justification: Employment Opportunities (6.3.e.)

The profession of athletic training is an evolving one, both in job description and education/degree required. Athletic Training encompasses the prevention, examination, diagnosis, treatment, and rehabilitation of emergent, acute or chronic injuries and medical conditions (NATA, 2016). As stated by the NATA (2016), athletic trainers (ATs) are highly qualified, multi-skilled health care professionals, recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA), and the Department of Health and Human Services (HHS) as an allied health care profession.

Employment opportunities for athletic trainers include traditional settings such as high school and collegiate athletic departments and professional athletics, as well as physical therapy and rehabilitation facilities, youth sports, performing arts, military, law enforcement, industrial locations and medical sales. Settings that employ athletic trainers are continuing the emerge, with the

Each state has its own governing laws regarding the practice of athletic training. Currently the state of West Virginia has a registration process for those desiring to work as an athletic trainer. Athletic training is monitored by the Board of Physical Therapy (West Virginia Board of Physical Therapy, 2011). Requirements for registration include being ATC certified by the BOC, which requires completion of a degree in Athletic Training from a CAATE accredited program. According to the West Virginia Board of Education Policy Title 126, all high school athletic programs that maintain a football team must employ an athletic trainer to provide services during all football games and practices during the football season. Failure to employ a WV registered ATC may result in cancelation of the football program until such services are secured. BOC certified ATC's are needed in the state of WV in many settings, requiring CAATE accredited programs that produce students eligible to sit for the BOC certification exam (West Virginia Board of Education, n.d.).

In the spring of 2013, an electronic survey was sent to all High School Administrators in West Virginia for a research study by Concord University faculty. A total of 62 responses were included in analysis (49.6% response rate). Measures included school demographics, the presence of a certified athletic trainer, the development and implementation of a comprehensive athletic healthcare administrative system and the development and implementation of a comprehensive emergency action plan. The majority of respondents were principals (92%),

followed by Athletic Administrators (8%). The majority of the schools (66%) were in rural locations based on Rural Urban Commuting Area codes (RUCA). Over half (57%) reported that the person primarily responsible for the daily operation of their sports medicine program at their school was a Certified Athletic Trainer. One in five (21%) schools reported that the sports medicine personnel do not always have current certification in CPR, Emergency Management of life-threatening injuries, and universal precaution techniques. When asked if there was a written Emergency Action Plan (EAP) that outlines procedures to follow in emergency situations during athletic participation 36% responded with never. When asked about specific limitations for health care to athletes the three main themes identified in qualitative analysis were lack of funding, **lack of certified medical personnel, and inability to find certified medical personnel in a rural area.** This data supports the need for a program that will produce individuals qualified to fill this void in West Virginia. Increasing the number of certified athletic trainers could help to increase the healthcare for high school athletes in our state.

Program Need and Justification: Program Impact (6.3.f.)

The MSAT will impact and be impacted by the newly approved BSHS at Concord University. These two programs, while independent of each other, will be closely intertwined. The BSHS will be the primary undergraduate program that will feed students into the MSAT, ensuring that students have completed the pre-requisites required by the MSAT. It will also provide the MSAT with students who have a foundational knowledge of health science that will be beneficial when entering the MSAT.

Also impacted will the Biology: Pre-Physical Therapy major that is offered at Concord. Students enrolled in this major take multiple courses that are athletic training courses to fulfill graduation requirements. The MSAT will ensure the continued offering of the courses required for completion of the Biology: Pre-Physical Therapy degree.

Furthermore, the MSAT will have an impact and be impacted by the Athletic Training Department housed in the Athletics Department at Concord. Through clinical experience requirements, MSAT students will provide needed supervised medical services to the athletes of Concord University, as well as other local healthcare sites. The services provided by the MSAT students will allow for continued quality of care that the sports medicine department and its participants have come to know through the current service of undergraduate students. The clinical experiences provided by these clinical sites allows for real life experience, professional socialization and learning opportunities for the students of the MSAT.

Program Need and Justification: Cooperative Arrangements (6.3.g.)

Cooperative arrangements with the surrounding community will be crucial to the success of the MSAT. Cooperative arrangements are already in place with various healthcare organizations and institutions local to Concord University for use as clinical sites for the current undergraduate ATP. These currently established cooperative arrangements will continue along with the addition of more clinical sites. Additional clinical sites will be required to fulfill the needs of students enrolled in the practicum and clinical immersion courses. These clinical sites are used to fulfill the major component of clinical experience hours that is required for the practicum and

clinical immersion classes. Clinical sites provide real life experience to MSAT students. They work alongside clinical preceptors, who are employees of the clinical sites to practice clinical skills and to gain experience in a working environment. These sites are not limited to a certain geographical area and may expand beyond that of southern West Virginia. Cooperative agreements with clinical sites are formalized through the use of an affiliation agreement (Appendix F).

The following is a list of currently established clinical sites:

- Bluefield College: Bluefield, Virginia
- Bluefield State College: Bluefield. West Virginia
- Princeton Community Hospital: Princeton, West Virginia
- Princeton High School: Princeton, West Virginia
- Pro-1 Physical Therapy:, Bluefield, West Virginia
- Sideline Orthopedics: Blacksburg, Virginia and Bluefield, Virginia
- Summers County High School: Hinton, West Virginia
- Summers Physical Therapy: Hinton, West Virginia
- The Kyle Group: Beckley, West Virginia
- West Virginia Tech: Beckley, West Virginia

In addition to the clinical sites affiliations, cooperative agreements may be made with various institutions regarding the guaranteed admission of students from another institution into the MSAT program at Concord based on set minimal requirements. This type of agreement may benefit the MSAT program at Concord by boosting enrollment in the MSAT and providing another community of students in which to recruit from. Early discussions of such an agreement have begun with Bluefield College in Bluefield, Virginia. This cooperative arrangement may allow students to complete their first three years of higher education at Bluefield College, taking courses that fulfill the prerequisite requirements of the MSAT and transfer to Concord University to complete the final two years of education, earing at MSAT degree. This same type of agreement could be developed with other institutions who provide the prerequisite courses required by the CU MSAT for program admission.

Program Need and Justification: Alternatives to Program Development (6.3.h.)

Due to changes in national accreditation standards made by the CAATE, requiring all accredited athletic training programs to be taught at the graduate level, the alternative to the development of a MSAT at Concord University is the complete elimination of the athletic training major. This option was rejected by both program and institutional administration based on the following reasons:

- The completed needs assessment supports the development of the MSAT
- The financial benefits the MSAT can provide to the institution through increased revenue
- The elimination of the athletic training major would affect other majors on campus which incorporate athletic training courses into the curriculum requirements
- A Bachelor of Science in Health Science has been proposed as an undergraduate offering beginning in fall 2019. This undergraduate degree will prepare students for entrance into

the graduate program. The combination of the two programs is anticipated to increase enrollment

- Less ATPs in the state should increase enrollment for the remaining programs

Program Implementation and Projected Resource Requirements (6.4.)

Program Implementation and Projected Resource Requirements: Program Administration (6.4.a)

There will be no changes from the current program administration at the undergraduate level. The BSHS and the MSAT will both still be housed in the Department of Health Sciences. The current Program Director and Clinical Education Coordinator intend to remain in the same roles they currently occupy. Standard 41 of the 2020 CAATE Professional Standards requires a minimum of three full-time faculty dedicated to the athletic training program (Appendix B). The current plan and intention of the ATP and the Department of Health Sciences, which has been approved by the Dean's and Provost's offices, is to begin the employment of this third faculty member in the fall semester of 2019. The third faculty must be nationally certified by the BOC, as well as appropriately credentialed in West Virginia but will have no programmatic title.

Program Implementation and Projected Resource Requirements: Program Projections (6.4.b)

The financial forms required for this submission include Forms 1 and 2. The financial projections are based on the general program description and estimated enrollment for the first cohort for the program beginning in year 2019 and ending in year 2023.

Form 1 (Appendix G) reports the program size for the 5 years necessary to graduate. Estimated enrollment is based on the average number of students currently enrolling as freshman in the four-year Bachelors of Athletic Training (BSAT) program. The freshman that have enrolled for the FY 18 fiscal year will be allowed to transition to the MSAT in the fall. There are currently 25 returning students from FY 18.

Table 12. Headcount, FTE, and total credit hours by year

Year	Headcount	FTE	Total Credit Hours
2019	70	35	1085
2020	66	33	930
2021	50	25	817
2022	26	15	523
2023	20	10	190

Program Implementation and Projected Resource Requirements: Faculty Instructional Requirements (6.4.c)

Accreditation of the program will require the MSAT Program to hire one additional faculty member in order to meet standards established by the CAATE, the accrediting agency for this ATP graduate degree.

The new faculty position reported in the total salary and benefit costs shown on Form 2, page 2. The positions include one Program Administrator with 50% instructional time and 50% release time; one faculty member as Clinical Ed Coordinator with 50% instructional time and 50% release time. The faculty FTE is calculated using an equivalent full-time faculty load of 18 credit hours per year. New faculty salaries are estimated at $60,000 per year in year one for a full professor. The projections include the cost of one professor in year one with additional faculty added dependent upon program growth. Two faculty members will be drawn from existing faculty in the Department of Health Sciences.

In addition, the projections include the cost of a half-time secretarial position beginning in year one. The secretarial position salary is estimated at $34,426 per year. The total benefit rate applied to the estimated salary costs is 14.67%. Year one, FY 2019, contains a 5% salary increase for all positions based on the directive of the WV Legislature during the FY 18 session. The projections after year one do not include pay increases for salaries.

Table 13. FTE faculty by course and semester

	Prefix	Title	Bachelor's Degree		Master's Degree	
			CR	FTE Faculty	CR	FTE Faculty
		Freshman				
Fall	AT	Prevention & Care of Common Athletic Injuries	2	0.17		
	AT	Acute Care of Athletic Injuries Lab	1	0.17		
	BIOL	General Biology	3	0.33		
	BIOL	General Biology Lab	1	0.33		
	ENGL	Composition and Rhetoric I	3	0.25		
	MATH	College Algebra	3	0.25		
	UNIV	University 100 for Athletic Training	1	-		
			14	1.50	-	-
Spring	AT	Introduction to Athletic Training	2	0.17		
	PSYC	General Psychology	3	0.25		
	COMM	Fundamentals of Speech	3	0.25		
	SOCS	People & Their Social Environ	3	0.25		
	ENGL	Composition and Rhetoric II	3	0.25		
	MATH	College Trigonometry	3	0.25		
			17	1.42	-	-
		Sophomore				
Fall	CHEM	General Chemistry	3	0.25		
	CHEM	General Chemistry Lab	1	0.08		
	BIOL	Medical Terminology for the Sciences	3	0.25		
	MATH	Elemnentary Statistics	3	0.25		
	BIOL	General Biology II	3	0.25		
	SOCS	Social & Behavioral Sciences	3	0.25		
			16	1.33	-	-
Spring	BIOL	Human Anatomy & Physiology I	3	0.25		
	BIOL	Human Anatomy & Physiology I Lab	1	0.08		
	HED	Principles of Nutrition & Weight Management	2	0.17		
	SOCS	Humn Behvr Soc Envir Lifespan	3	0.25		
	ENGL	World Literature I	3	0.25		
	HUMA	History	3	0.25		
			15	1.25	-	-
		Junior				
Fall	BIOL	Human Anatomy & Physiology II	3	0.25		

	BIOL	Human Anatomy & Physiology II Lab	1	0.08		
	PHYS	Introductory Physics	3	0.25		
	PHYS	Introductory Physics Lab	1	0.08		
	HS	Emergency Care (tow 8-wk sessions)	1	0.10		
	HS	Public Health Epidemiology	3	0.25		
	AT	Observation Practicum in AT	1	0.08		
			13	1.10	-	-
Spring	AT	Exercise Physiology	3	0.25		
	AT	Exercise Testing & Prescription	1	0.08		
	PED	Kinesiology	3	0.25		
	HED	Community Health & Health Promotion	2	0.17		
	HS	EMT Certification	3	0.25		
	HUMA	History of Civilization	3	0.25		
			15	1.25	-	-
		Seniors/Masters 1				
Summer 1	AT	Organization & Administration in Sports Medicine			2	0.22
	AT	Position Statements & Trends			1	0.11
	AT	Evidence-Based Practice in Healthcare (Online)			2	0.22
				-	5	0.56

Year/Term	Prefix	Title	CR	FTE Faculty	CR	FTE Faculty
Summer 2	AT	Athletic Training Practicum I			1	0.11
	AT	Position Statements & Trends			1	0.11
	AT	Advanced Evidence-Based Practice and Research in Healthcare			2	0.22
					4	1.56
Fall	AT	Athletic Training Practicum II			4	0.44
	AT	Evaluation of Lower Extremity Injuries			3	0.33
	AT	Evaluation of Lower Extremity Injuries Lab			1	0.11
	AT	Evaluation of Head, Neck, & Spine Injuries			2	0.22
	AT	Evaluation of Head, Neck, & Spine Injuries Lab			1	0.11
	AT	Therapeutic Modalities			3	0.33
	AT	Therapeutic Modalities Lab			1	0.11
			-	-	15	1.67
Spring	AT	Athletic Training Practicum III			4	0.44
	AT	Evaluation of Upper Extremity Injuries			3	0.33
	AT	Evaluation of Upper Extremity Injuries Lab			1	0.11
	AT	Therapeutic Exercise I			3	0.33
	AT	Therapeutic Exercise I Lab			1	0.11
	AT	General Medical Condition in Sports Medicine			3	0.33
	AT	General Medical Lab			1	0.11
			-	-	16	1.78
		TOTAL BACHELOR'S DEGREE CR	**90**	**7.84**		
		Masters 2				
Summer 1	AT	Interprofessional Practicum I			1	0.11
	AT	Psychosocial Intervention in Athletic Training			2	0.22
	AT	Research III: Application			3	0.33
					6	0.67
Summer 2	AT	Interprofessional Practicum II			1	0.11
	AT	Strength & Conditioning (CSCS)			2	0.22
	AT	Research IV: Application			3	0.33
					6	0.67

Fall	AT	Athletic Training Practicum IV		2	0.22
	AT	Clinical Immersion I		3	0.33
	AT	Therapeutic Exercise II		3	0.33
	AT	Therapeutic Exercise II Lab		1	0.11
				9	1.00
Spring	AT	Athletic Training Practicum V		2	0.22
	AT	Clinical Immersion II		3	0.33
	AT	Capstone Research Defense/Presentation/Publish		3	0.33
	AT	Special Topics in Athletic Training		2	0.22
				10	1.11
		TOTAL MASTER'S DEGREE CR		**71**	**9.00**
		TOTAL CREDIT HOURS 3-2 AT PROGRAM		**161**	
		TOTAL FTE			**16.84**

Program Implementation and Projected Resource Requirements: Library Resources and Instructional Materials (6.4.d)

The graduate ATP would request the library to minimally increase the number of subscriptions to athletic training and medical publications and health databases since a thesis will be required of each student to graduate with an MSAT.

Program Implementation and Projected Resource Requirements: Support Service Requirements (6.4.e)

It is anticipated that normal and past supply lists will have a minimal increase, however, skills related to the use of a variety of equipment required based on the 2020 CAATE Professional Standards (Appendix B) may add to educational expectations. An estimate of $5,000 to $7,500 for an initial addition of equipment and an additional $500 - $1,000 annually for supplies and subscriptions may be warranted.

Program Implementation and Projected Resource Requirements: Facilities Requirements (6.4.f)

Laboratory facilities have already been upgraded to meet the needs of the growing undergraduate ATP. It is not anticipated that further upgrades will immediately be warranted at the projected enrollment and growth rate of the MSAT. A computer lab for ATP students is already in existence and will not require further upgrades beyond potential professional software subscriptions of those updates already conducted by the university. Additional office space required for the third faculty member has already been created.

Program Implementation and Projected Resource Requirements: Operating Resource Requirements (6.4.g)

Form 2 (Appendix H) reports projected revenue and expenses for the program size shown above and contains operating revenue, salary and benefits, and other operating costs related to providing the required courses over the 5 year period.

Current expenses include those expenses normally encountered by the instructional departments in higher education. These expenses include marketing, office expense, travel, supplies, and other related expenses. The cost of obtaining the necessary accreditation for the Program has been included based on the latest available information. See the detailed costs shown on page 2 of Form 2. Items included as current expense are shown as a detailed schedule attached to this section of the report.

Table 14. Projected other operating costs

	Year 1	Year 2	Year 3	Year 4	Year 5
			Fiscal Year		
Fiscal Year	2019	2020	2021	2022	2023
Marketing Costs	7,500	7,500	5,000	5,000	5,000
Office & Printing Supplies	1,000	1,500	2,000	2,500	3,000
Lab Supplies	1,500	1,500	1,500	1,500	1,500
Training & Development	2,500	2,500	2,500	2,500	2,500
Technology	10,000	10,000	8,000	8,000	8,000
Association Dues	3,250	4,500	4,500	4,500	4,500
Contractual & Professional	1,000	1,000	1,000	1,000	1,000
Student Assistants	2,000	2,500	3,600	4,200	4,500
Accreditation	6,000		-	-	3,000
Total	**34,750**	**31,000**	**28,100**	**29,200**	**33,000**

NOTES:

1. Accreditation costs of $6,000 include fees paid at the end the accreditation cycle during fiscal year 2019.
2. Annual association dues are paid to the Commission on Accreditation of Athletic Training Education, & CAATE.
3. Technology can be used to reduce instructional costs without sacrificing quality.
4. Training and development is budgeted to finance professional development for faculty.

Program Implementation and Projected Resource Requirements: Source of Operating Resources (6.4.h)

The Program is expected to generate small but positive cash flows for the first three years and with decreases in year four and five as the program changes with student enrollment after year

four when the BSHS is awarded. Program developers expect that most of the freshman enrolling will elect the MSAT Program, but estimates have been shown at low student FTE until further information is available.

Table 15. Net revenue

Year	Income	Expense	Net
1	345,030	165,586	179,444
2	341,580	165,722	175,858
3	336,404	172,762	163,642
4	180,151	166,815	13,336
5	145,506	142,643	2,863
	1,348,671	813,528	535,143

Revenue projections are calculated by applying current undergraduate tuition and fee rates to the first three years of classes taken and graduate tuition and fee rates for last two years of classes taken. It is estimated that enrollment will consist of in-state and out-of-state students. Based on historical trends, the financial projections are calculated using the assumption that 80% of the student enrollment will consist of in-state residents and 20% will be drawn from out-of-state.

Tuition and fee revenue per year for undergraduate students is calculated using the projected rates for FY 2019. The rates are $7,952 for in-state students and $17,486 for out-of-state students. The cost per credit hour for in-state and out-of-state students is estimated to be $265.07 and $582.87, respectively. Students will be billed at the undergraduate rate for the first 3 years of the program.

Beginning with the summer classes offered in the third year and classes for the following 2 years, will be billed at the graduate level. The rates for graduate students for in-state and out-of-state are $8,539 and $14,890, respectively. The rate per credit hour for in-state and out-of-state students beginning in year 3 are estimated at $382.97 and $667.77, respectively.

The 3-2 MSAT program will result in the students earning two degrees. The first is the Bachelor of Health Science Degree (BSHS) awarded at the end of year 4. The MSAT is earned at the end of year 5. Courses offered during the fourth and fifth year will include the master level courses required for accreditation.

Table 16. Tuition and fees revenue

Year	Tuition & Fee Revenue		Total
	In-State	Out-of - State	
1	222,600	122,430	345,030
2	220,374	121,206	341,580
3	217,035	119,369	336,404

4	125,460	54,691	180,151
5	101,333	44,173	145,506
	886,802	461,869	1,348,671

Tuition increases of 5% are projected after the year one. The following chart shows the estimated gross revenue projected for the first five years of the program.

Table 17. Projected program revenue

Year One

	Headcount	Average CH Taken	Total CH (FTE X Billable Hours)	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduate)					**80%**	**20%**	**$265**	**$583**	
Cohort 1	35	31	1,050	35	840.00	210.00	222,600	122,430	345,030
Total	**35**	**31**	**1,050**	**35**	**840.00**	**210.00**	**222,600**	**122,430**	**345,030**

Year Two

	Headcount	Average CH Taken	Total CH (FTE X Billable Hours)	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduate)					**80%**	**20%**	**$278**	**$612**	
Cohort 1	33	31	990	33.00	792.00	198.00	220,374	121,206	341,580
Total	**33**	**31**	**990**	**33.00**	**792.00**	**198.00**	**220,374**	**121,206**	**341,580**

Year Three

	Headcount	Average CH Taken	Total CH (FTE X Billable Hours)	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduate)					**80%**	**20%**	**$278**	**$612**	

Cohort 1	30	33	900	30.00	720.00	180.00	200,340	110,187	310,527
Rates (Graduates)					**80%**	**20%**	**$382.97**	**$667.77**	
Summer School	30	9	270	0.50	216.00	54.00	60,102	33,056	93,158
Total	**60**	**42**	**1,170**	**30.50**	**936.00**	**234.00**	**260,442**	**143,243**	**403,685**

Year Four

	Headcount	**Average CH Taken**	**Total CH (FTE X Billable Hours)**	**FTE**	**Instate CH**	**Out-of-State CH**	**Instate Tuition & Fee Revenue**	**Out-of-State Tuition & Fee Revenue**	**Total Revenue**
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduates)					**80%**	**20%**	**$402**	**$701**	
Rates (Graduates)					**80%**	**20%**			
Cohort 1	28	39	504	28.00	403.20	100.80	162,132	70,677	232,810
Summer School	28	12	336	0.67	268.80	67.20	108,088	47,118	155,206
Total	**56**	**51**	**840**	**28.67**	**672.80**	**168.20**	**270,221**	**117,795**	**388,016**

Year Five

	Headcount	**Average CH Taken**	**Total CH (FTE X Billable Hours)**	**FTE**	**Instate CH**	**Out-of-State CH**	**Instate Tuition & Fee Revenue**	**Out-of-State Tuition & Fee Revenue**	**Total Revenue**
Column	**a**	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
Formula			**col. a x b**	**col. c/18**	**col. c x 90%**	**col. c x 10%**	**col. e x line 1(g)**	**col. f x line 1(h)**	
Rates (Undergraduates)					**80%**	**20%**	**$422**	**$736**	
Rates (Graduates)					**80%**	**20%**			
Cohort 1	25	27	750	25.00	600.00	150.00	253,332	110,433	363,765
Total	**25**	**27**	**750**	**25.00**	**600.00**	**150.00**	**253,332**	**110,433**	**363,765**

Appendix G

WV HEPC FORM 1

133CRS11

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year 2019	Second Year 2020	Third Year 2021	Fourth Year 2022	Fifth Year 2023
Number of Students Served through Course Offerings of the Program:					
Headcount					
Cohort 1	70	66	50	26	20
FTE					
Cohort 1	35	33	25	13	10
Number of student credit hours generated by courses within the program (entire academic year):	1,085	930	817	523	190
Number of Majors:					
Headcount	70	66	50	26	20
FTE majors	35	33	25	13	10
Number of student credit hours generated by courses within the program (entire academic year):	1,085	930	817	523	190
Number of degrees to be granted (annual total):	0	0	0	0	10

Course listing attached.

Appendix H

WV HEPC FORM 2

133CRS11

FORM 2

FIVE-YEAR PROJECTION OF PROGRAM SIZE

		First Year 2011	Second Year 2012	Third Year 2013	Fourth Year 2014	Fifth Year 2015
A.	**FTE POSITIONS**					
1.00	Administrators	1.00	1.00	1.00	1.00	1.00
2.00	Full-time Faculty	3.59	2.58	2.65	2.58	1.58
3.00	Adjunct Faculty	-	-	0.25	-	-
4.00	Graduate Assistants	-	-	-	-	-
5.00	Other Personnel:	-	-	-	-	-
	a. Clerical Workers	0.50	0.50	0.50	0.50	0.50
	b. Professionals	-	-	-	-	-
	Note: Include percentage of time of current personnel					
		5.09	**4.08**	**4.40**	**4.08**	**3.08**
B.	**OPERATING COSTS (Appropriated Funds Only)**					
1	Personal Services:					
	a. Administrators	52,150	- 53,715	55,326	56,986	58,695
	b. Full-time Faculty	61,474	62,935	68,206	58,487	27,809
	c. Adjunct Faculty	\	-	2,153	2,218	2,218
	d. Graduate Assistants	-	- -	-	-	-
	e. Non-Academic Personnel:	-	-	-	-	-
	Clerical Workers	17,212	18,073	18,976	19,925	20,921
	Professionals					
	Total Salaries	130,836	134,722	144,662	137,615	109,643

Note: Administrators include .5 FTE for the Administrator and .5 FTE for the Clinical Ed Coordinators position.

FORM 2-Continued

133CRS11
FIVE-YEAR PROJECTION OF PROGRAM SIZE

		First Year 2019	Second Year 2020	Third Year 2021	Fourth Year 2022	Fifth Year 2023
2	Current Expenses	6,750	4,000	4,500	5,000	5,500
3	Accreditation Costs	6,000	4,500	4,500	4,500	7,500
4	Equipment:					
	Educational Equipment (Cadaver/Robot)	10,000	10,000	8,000	8,000	8,000
5	Nonrecurring Expense					
	a Marketing	7,500	7,500	5,000	5,000	5,000
	b. Clerical Workers	2,000	2,500	3,600	4,200	4,500
	c Professionals	2,500	2,500	2,500	2,500	2,500
	Sub-total	34,750	31,000	28,100	29,200	33,000
	Total Costs	165,586	165,722	172,762	166,815	142,643
C.	**SOURCES**					
1	General Fund Appropriations					
	(Appropriated Funds Only)					
	_____Reallocation ____New Funds					
2	Federal Government					
	(Appropriated Funds Only)					
3	Private and Other					
	(specify)					
	a Tuition & Fees					
	In-State FTE	222,600	220,374	217,035	125,460	101,333
	Out-of-State FTE	122,430	121,206	119,369	54,691	44,173
	Total	345,030	341,580	336,404	180,151	145,506
	Total All Sources	345,030	341,580	336,404	180,151	145,506
	Net Increase in cash	**179,444**	**175,858**	**163,642**	**13,336**	**2,863**

NOTE: Total costs should be equal to total sources of funding.

*Explain your Method for Predicting the Numbers. (Use additional sheet if necessary.)

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM:	Biennial Productivity Review of 2015 Probationary Programs
INSTITUTIONS:	Fairmont State University, Glenville State College, Marshall University, and West Virginia University Institute of Technology
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission recommends the termination of four programs that fail to meet the productivity standards as provided in Series 10, Policy Regarding Program Review. *Further Resolved*, That this recommendation be forwarded to the appropriate institutional governing boards for final action and that the action taken be reported to the Chancellor.
STAFF MEMBER:	Mark Stotler

BACKGROUND:

Series 10, Procedural Rule, Policy Regarding Program Review, provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards, which are summarized below, are based on averages for the five most recent years. When a program fails to meet both standards, it is placed on probation for four years.

Degree Level	Degree Awards	Major Enrollment
Baccalaureate	5	12.5
Master/1st Professional	3	6
Doctoral	2	4.5

In 2015, the fourth productivity audit was performed. Six programs were identified as failing to meet the standards and were placed on probation. It should be noted that the BA-Economics program at West Virginia State University was erroneously identified as failing to meet the standards in 2015. The program exceeded the standards for graduates and thus is not reflected on the accompanying table. The remaining five programs have been subject to a second audit for the most recent five-year period to determine if they have made progress in meeting the enrollment and degrees awarded standards. The attached table reveals the data from the original and most recent

reviews. The following program was terminated during the four-year probationary period:

- BAS - Bachelor of Applied Science – Marshall University

The four programs highlighted on the table and listed below still fall short of meeting the two standards. The provisions of Series 10 state:

> "*At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting productivity standards and termination of programs that again fail to meet the standards. The recommendation of the Commission will be forwarded to the appropriate institutional governing board for final action."*

The four programs recommended for termination are:

- AAS Architectural Engineering Technology - Fairmont State University
- AAS Electronics Engineering Technology - Fairmont State University
- BA Chemistry - Glenville State College
- BA Public Service Administration - WVU Institute of Technology

Higher Education Policy Commission
Review of Probationary Programs from the 2015 Low-Productivity Review Program
April 2019

Institution	Program		Average Enrollment (E)		Average Graduates (G)		Status
			2015	2019	2015	2019	
Fairmont State University	AAS	Architectural Engineering Technology	10.4	6.6	1.2	0.4	Failed both standards
	AAS	Electronics Engineering Technology	12.0	7.8	2.6	1.8	Failed both standards
Glenville State College	BA	Chemistry	10.6	9.4	2.2	3.2	Failed both standards
Marshall University	BAS	Applied Science	5.6	0.4	1.8	0.0	Terminated
WVU Institute of Technology	BAS	Public Service Administration	9.8	9.0	1.8	2.0	Failed both standards

West Virginia Higher Education Policy Commission
Meeting of April 26, 2019

ITEM: Program Productivity Review

INSTITUTIONS: Bluefield State College, Fairmont State University, Glenville State College, Marshall University, Potomac State College of West Virginia University, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission recommends to the respective institutional governing boards that the designated low-productivity programs be placed on probationary status in accordance with Series 10, Procedural Rule, Policy Regarding Program Review.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 10, Procedural Rule, Policy Regarding Program Review, provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards, which are summarized below, are based on averages for the five most recent years.

Degree Level	Degree Awards	Major Enrollment
Baccalaureate	5	12.5
Master/1st Professional	3	6
Doctoral	2	4.5

This is the sixth installment of the biennial review with the first review conducted in 2009.

The purpose of the low-productivity review is to ensure that institutions offer viable academic programs that serve the educational needs of a significant core of students. By identifying low-producing degree programs, institutions have the opportunity over a four-year period to strengthen the programs and enhance their viability, or to consider their termination if the enhancement efforts are unsuccessful.

Based on data collected through system data files, twenty-three programs have been identified as low-productivity programs during the latest round of review, which means they failed to meet both standards for graduates and enrollment. This does not include 18 programs that are currently on probation from the 2017 review or four programs that are just coming off probation from the 2015 review.

The programs identified in the table that follows this agenda item are submitted to the Commission with a recommendation for placement on probationary status by the institutional governing board for a four-year period. During this time, the institution will be expected to implement initiatives to increase program enrollment and degrees awarded. At the end of the probationary period, the Commission will assess the programs against the enrollment and graduation standards. Programs that fail again to meet the standards will be recommended for termination by the Commission to the institutional governing board.

It should be noted that institutions regularly review program viability. The regular program review process emphasizes viability. From January 2, 2013 through December 31, 2018, institutions terminated 27 programs.

The programs identified through the productivity audit and recommended actions are summarized in the following table.

Higher Education Policy Commission
Designated Low-Productivity Program - Probationary Status
2019 Review

Institution	Program		Enrollment 5-year Average	Degrees Awarded 5-year Average
Bluefield State College	BS	Mining Engineering Technology	8.2	2.8
Fairmont State University	AS	Civil Engineering Technology	12.0	4.2
	MArch	Architecture	3.6	1.0
Glenville State College	BA	Early Childhood Education	10.8	0.2
	BA	English	10.8	3.4
Marshall University	MA	Latin	0.2	0.0
Potomac State College of West Virginia University	AAS	Technical Studies	3.0	1.6
	AAS	Tourism and Hospitality	5.6	1.2
Shepherd University	BA	Spanish	8.0	3.6
West Liberty University	BS	Creative Arts Therapy	12.0	2.4
	BA	Organizational Leadership and Administration	0.0	4.8
West Virginia State University	BA	International Studies	11.8	3.2
	BA	Sociology	11.6	2.4
West Virginia University	MSE	Engineering	5.4	1.6
	MS	Biomedical Sciences	3.6	2.2
	MS	Design and Merchandizing	5.8	2.0
	MS	Clinical and Transitional Science	5.0	1.8
	MA	Economics	1.4	2.4
	PhD	Reproductive Physiology	4.0	1.0
	PhD	Computational Statistics	3.4	0.8
West Virginia University Institute of Technology	BEET	Electronic Engineering Technology	9.2	2.6
	BAS	Bachelor of Applied Science	0.2	0.0
	BS	Aviation Management	3.4	2.2