

NEW, REVISED, OR DELETED
20
University Curriculum
Undergraduate Program

DEPARTMENT Kinesiology and Recreation
Athletic Training Education Program

A. Proposed Action: (more than one item may be checked)

- New Major CIPS CODE 31
- New Minor CIPS CODE
- New Sequence
- Change in requirements for major
- Change in requirements for minor
- Change in requirements for sequence
- Other program revisions
- More than 50% of courses in this program are new
- Program deletion

55 hours in KNR Required	
20 hours foundation courses:	
KNR 181, 182, 240, 254, 257, 280, 282	
35 hours in athletic training core courses:	
KNR 188 Introduction to Athletic Training	1
KNR 188.01 Clinical Practicum in Athletic Training	1
KNR 284 Prevention and Care of Athletic Injuries	3
KNR 288 Therapeutic Modalities	3
KNR 298 11 Professional Practice Athletic Training Clinical Competencies I	1
KNR 298.12 Professional Practice Athletic Training Clinical Competencies II	1
KNR 298.13 Professional Practice Athletic Training Clinical Competencies III	1
KNR 298.14 Professional Practice Athletic Training Clinical Competencies IV	1
KNR 298.15 Professional Practice Athletic Training Clinical Competencies V	1
KNR 334 Therapeutic Exercise	3
KNR 335 Administration of Athletic Training	2
KNR 361 Pathology & Pharmacology in Athletic Training	3
KNR 384 Seminar in Sports Medicine	3
KNR 387 Evaluation of Athletic Injuries: Lower Extremities	3
KNR 388 Evaluation of Athletic Injuries: Upper Extremities	3
KNR 398.12 Professional Practice Internship	5
3 hours Interdisciplinary Required:	
PES 315	3

B. Summary of proposed action (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

Physical Education response to new accreditation standards and guidelines and is further described within the accompanying proposal. This proposal has been prepared to change the current athletic training sequence which is housed under the Education major in the School of Kinesiology and Recreation to a self standing major. This change is in response to new accreditation standards and guidelines and is further described within the accompanying proposal. The title of the new major is: Athletic Training Education Program. The current and revised catalog copy are lengthy and are therefore included as addendums to the proposal.

C. Routing and action summary:

<p>1. _____ Date Approved Department Curriculum Committee Chair</p>	<p>4. _____ Date Approved College Dean</p>
<p>2. _____ Date Approved Department Chair</p>	<p>5. _____ Date Approved Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)</p>
<p>3. _____ Date Approved College Committee Chair</p>	<p>6. _____ Date Approved University Curriculum Committee Chair (8 copies to the Undergraduate Studies)</p>

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee

Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting.**

3/00

DEPARTMENT CURRICULUM COMMITTEE AND COLLEGE CURRICULUM COMMITTEE
ADDENDUM TO NEW PROGRAM PROPOSAL FOR THE
ILLINOIS BOARD OF HIGHER EDUCATION

Date: 1/14/2002

PART A: New Program Description and Explanations

Institution: Illinois State University

Responsible Department or Administrative Unit: School of Kinesiology and Recreation

Proposed Program Title: Athletic Training Education Program

Previous Program Title: not applicable

CIPS Classification: 31.0503

Date of Implementation: Fall, 2003

Description of Proposed Program or Name Change: Reference attached IBHE Proposal under **Purpose: Objectives, Mission, and Priorities**

Rationale for Proposal: The Joint Review Committee on Educational Programs in Athletic Training (JRC-AT) has recently revised its standards and has stipulated new requirements for athletic training education programs in order for the programs to maintain accreditation. As one of the newest accredited programs nationally, Illinois State University's Athletic Training Education Program took special care to ensure that the revised standards were achievable and, when appropriate, took measures to come into compliance with the new standards to maintain accreditation. New classes required for the major have already been approved at the university level and are effective in 2002-2003. **One further standard must be met prior to re-evaluation by the JRC-AT and the Commission on Accreditation of Allied Health Education Programs (CAAHEP). It is required that the Athletic Training Education Program, which is currently a sequence within the Physical Education major, become a separate major.** This requirement has been added to the JRC-AT standards to reaffirm the professional preparation and education of athletic trainers and to demonstrate institutional commitment to the athletic training education program.

If for Teacher Education, include reference to COE Conceptual Framework: not applicable

Expected Impact of Proposal on Existing Campus Programs: Athletic training has been a sequence in the School of Kinesiology and Recreation (formerly the Department of Health, Physical Education, and Recreation) since 1981. As this proposal seeks to change the existing sequence to a self-standing major with only minor changes, no impact is expected on existing programs.

Expected Curricular Changes Including New Courses: Additional courses to be included in the major have already been approved and are to be offered in 2002-2003. The major remains at the same 58 hours (55 hours in KNR and 3 hours interdisciplinary) as the present sequence. Curricular changes are summarized below. The complete current sequence and the proposed major are described in the accompanying materials under **Current and Revised Catalog Copy.**

Sequence courses not included in new major:

KNR 160 (3) – Foundations of Human Movement

KNR 378.10 (2) – Seminar in Professional Practice

Courses to be changed:

Eligibility to apply for admission to the Athletic Training Clinical Education Sequence will be determined by the Director of Athletic Training Education. Applicants compete for available spaces in the program. The following criteria must be met for acceptance into the Athletic Training Clinical Education Sequence:

In addition to fulfilling University requirements, the Physical Education major wishing to apply for the Athletic Training Clinical Education Sequence must have verified the following:

1. Completion of prerequisite course work with a grade C or better in: KNR 181, 188, 188.01
2. Overall GPA of 2.50 or better and major GPA of 2.50.
3. Completed application for admittance to the Athletic Training Clinical Education Sequence.
4. Students successful in the three previous criteria are then ranked on a point system as placement is limited by the number of clinical sites and availability of approved clinical instructors. The point breakdown is developed from the following criteria:
 - grade point average in athletic training courses
 - quality of written essay submitted with application
 - performance evaluations from clinical instructors
 - score on an athletic training general knowledge examination
 - two written recommendations from qualified individuals
 - completion of an interview with members of the athletic training faculty.

The selection process results in one of the following student classifications:

- a. full acceptance to the clinical portion of the program
- b. qualified, but placed on a wait list
- c. not qualified, not accepted

Athletic Training Sequence Program of Study:

- 58 total hours required.
- 55 hours in the following core and sequence required:
- 23 hours in core courses: KNR 160, 181, 182, 240, 254, 257, 280, 282.
- 27 hours in sequence courses: KNR 188, 188.01, 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 335, 378.10, 387, 388.
- 5 hours in HPR 398.12.
- 3 hours Interdisciplinary course: FCS 315.

Selective Retention:

Once admitted to the Athletic Training Clinical Education Program, the student will begin clinical work in athletic training at Illinois State University, and must maintain the following requirements.

1. A cumulative 2.5 GPA and a major 2.5 GPA.
2. A student falling below the required GPA will be placed on probation for 1 semester. If after 1 semester, the 2.5 GPA has not been re-established, the student will be dropped from the Athletic Training Clinical Education Sequence.
3. A student must earn a C or better on each site supervisor evaluation.
4. In keeping with the University requirements regarding hepatitis-B immunizations, clinical students in the program shall be immunized against this disease. Additionally students admitted to the Clinical Education Program must

submit documents of a current Physical examination from an approved licensed physician.

5. The student is responsible for maintaining standards and expectations of the program. Failure will result in notification and possible dismissal.
6. A student who has not been retained in the Athletic Training Clinical Education Sequence may reapply for admission during the next available application period. The student will have the choice to enter the physical Education Studies (general) Sequence.

Certification and Licensure:

Completion of the Athletic Training program of study including 1200 supervised clinical hours and certification in first aid and CPR permit the student to apply to take the NATABOC Certification examination and to apply for Illinois Licensure as an athletic trainer. The student is strongly advised to see the athletic training program director to receive notification of the latest requirements for NATABOC Certification and Illinois Licensure.

Proposed (2003-2004) Catalog Copy

Athletic Training Education Program

Degree Offered: B.S.

MAJOR IN ATHLETIC TRAINING EDUCATION

Selective Admission:

All students planning to become certified athletic trainers must apply for and be admitted to the athletic training education program (ATEP) Clinical Instruction Practicum. Transfer students will be evaluated individually based on previous course work and credentials. Current application deadlines are posted on the athletic training home page and announced in KNR 188. Eligibility to apply for admission to the ATEP Clinical Instruction Practicum will be determined by the Director of Athletic Training Education. Applicants compete for available spaces in the program. The following criteria must be met for acceptance into the ATEP Clinical Instruction Practicum:

1. Fulfill university requirements up to the point of application to the Clinical Instruction Practicum.

2. Completion of prerequisite course work with a grade C or better in: KNR 181, 188, 188.01
3. Overall GPA of 2.70 or better and major GPA of 2.70 or better.
4. Completed application for admittance to the ATEP Clinical Instruction Practicum.
5. Students successful in the three previous criteria are then ranked on a point system as placement is limited by the number of clinical sites and availability of approved clinical instructors. The point breakdown is developed from the following criteria:
 - § overall and major grade point average
 - § grades in requisite courses
 - § quality of written essay submitted with application
 - § performance evaluations of observation hours from clinical instructors
 - § score on an athletic training general knowledge examination
 - § two written recommendations from qualified individuals
 - § completion of an interview with members of the athletic training faculty

The selection process results in one of the following student classifications:

- a. full acceptance to the clinical portion of the program
- b. qualified, but placed on a wait list
- c. not qualified, not accepted

Athletic Training Education Program Curriculum:

- § 58 hours total:
 - § 55 hours in KNR:
 - 20 hours in foundation courses: KNR 181, 182, 240, 254, 257, 280, 282.
 - 30 hours in athletic training core courses: KNR 188, 188.01, 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 335, 361, 384, 387, 388.
 - 5 hours (minimum) in KNR 398.12.
 - § 3 hours interdisciplinary: FCS 315.

Selective Retention:

Once admitted to the ATEP Clinical Instruction Practicum, the student will begin clinical work in athletic training at Illinois State University, and must maintain the following requirements.

1. A minimum cumulative and major GPA of 2.70.
2. A student falling below the required GPA will be placed on probation for 1 semester. If after 1 semester, the 2.70 GPA has not been re-established, the student will be dropped from the ATEP Clinical Instruction Practicum and be advised to change majors.
3. A student must earn a grade of C or better on each clinical site supervisor evaluation. A student earning less than a grade of C will not be permitted to count the hours completed during the affected clinical rotation toward ATEP requirements.
4. In keeping with the University requirements regarding hepatitis-B (HBV) immunizations, clinical students in the program shall be immunized against this disease. Additionally students admitted to the Clinical Instruction Practicum must submit documents of a current physical examination from an approved licensed physician.
5. The student is responsible for maintaining standards and expectations of the program. Failure will result in

notification and possible dismissal.

6. A student who has not been retained in the ATEP Clinical Instruction Practicum may reapply for admission during the next available application period.

Certification and Licensure:

Completion of the ATEP program of study including 1200 supervised clinical hours and certification in first aid and CPR is designed to permit the student to apply to take the NATABOC certification examination and to apply for Illinois licensure as an athletic trainer. However, accreditation and licensure requirements are subject to change so the student is strongly advised to receive notification of the latest requirements for NATABOC certification and Illinois licensure from the respective governing organizations and from the Director of Athletic Training Education.

REQUEST FOR A NEW UNIT OF INSTRUCTION

1. **Name of Institution:** Illinois State University
2. **Title of Proposed Program:** Athletic Training Education Program
3. **Level of Proposed Unit:** Baccalaureate
4. **CIPS Code:** 31.0503
5. **Proposed Date for Enrollment of First Class:** Fall, 2003
6. **Location Offered:** On-Campus

Purpose: Objectives, Mission, and Priorities

Introduction:

The Illinois State University athletic training sequence was developed within the Physical Education major in 1981. The sequence has remained an attractive option for students majoring in physical education since its conception. Through its history, the athletic training curriculum has changed to provide a comprehensive knowledge base to students seeking certification as athletic trainers from the National Athletic Trainers' Association Board of Certification (NATABOC) and licensure as athletic trainers from the Illinois Department of Professional Regulation. The sequence has also acquired the necessary resources and physical space required to facilitate learning and discovery among the sequence students. In addition, Milner Library maintains a thorough holding of books and journals specific to the needs of the program and regularly updates those holdings to remain current. The change presented herein has no impact on Milner Library. Finally, faculty positions have been in place for several years to ensure that leadership, creativity, scholarly inquiry, and outstanding teaching are provided to all students in the sequence.

In 2000, the School of Kinesiology and Recreation (formerly the Department of Health, Physical Education, and Recreation) applied for accreditation of the Athletic Training Education Program (ATEP) by the Commission on

Accreditation of Allied Health Education Programs (CAAHEP). This milestone was achieved in July, 2001 when the Athletic Training Education Program was granted full initial accreditation. Oversight of athletic training programs for CAAHEP is conducted by the Joint Review Committee on Education Programs in Athletic Training (JRC-AT) which develops the standards by which all athletic training programs must adhere. Beginning January, 2004, only graduates of accredited athletic training education programs are eligible to sit for the NATABOC Certification Examination to become certified athletic trainers. As with all accredited athletic training education programs, the Illinois State University ATEP includes a comprehensive Clinical Instruction Practicum (CIP) that provides the opportunity for supervised practice of the psychomotor and affective competencies learned in the didactic setting.

The JRC-AT has recently revised its standards and has stipulated new requirements for athletic training education programs in order for the programs to maintain accreditation. As one of the newest accredited programs nationally, Illinois State University's Athletic Training Education Program took special care to ensure that the revised standards were achievable and, when appropriate, took measures to come into compliance with the new standards to maintain accreditation. New classes required for the major have already been approved at the university level and are effective in 2002-2003. **One further standard must be met prior to re-evaluation by the JRC-AT and CAAHEP. It is required that the Athletic Training Education Program, which is currently a sequence within the Physical Education major, become a separate major.** This requirement has been added to the JRC-AT standards to reaffirm the professional preparation and education of athletic trainers and to demonstrate institutional commitment to the athletic training education program.

Athletic Training Education Program Philosophy

In keeping with the missions of the institution, the college, and the school, as well as with the professional goals of athletic training, the Athletic Training Education Program (ATEP) curriculum at Illinois State University provides an effective blend of didactic instruction and clinical experiences in the athletic training required courses. The athletic training curriculum has been designed to prepare the student for the prevention, management, and rehabilitation of injury or illness incurred by athletes. Through the completion of the ATEP curriculum, students also will be knowledgeable in clinical instruction methods for aspiring athletic trainers; will recognize symptoms for appropriate referral of athletes in need of specialized medical assistance, substance-abuse or psychological counseling; will think critically through the synthesis of applied knowledge to arrive at a logical case resolution or treatment plan; and will learn procedures for the development and administration of athletic training facilities and equipment. Through successful demonstration of athletic training competencies acquired from fulfilling the ATEP curricular requirements, students will be prepared to earn certification in athletic training.

7. Student Learning Objectives

At the conclusion of the ATEP, the student will be able to:

- Understand the roles and accepted standard of care of the certified athletic trainer who has responsibility for the health and well-being of physically active individuals within the cognitive, psychomotor, affective, and clinical domains of the competencies established by the National Athletic Trainers' Association.
- Perform the psychomotor and affective skills of an entry-level athletic trainer while ensuring the health and safety of the physically active individual under his or her care.
- Understand the cognitive components necessary to prevent injury or illness among physically active individuals and to develop a comprehensive injury and illness prevention program.
- Evaluate and recognize orthopedic and pathologic conditions among physically active individuals within the standard of care for a practicing athletic trainer.
- Effectively refer physically active individuals who are injured or ill to the appropriate medical professional.

- Establish and conduct rehabilitation and reconditioning programs for physically active individuals who become injured.
- Plan, coordinate, and administer an athletic training program serving the health needs of physically active individuals including the management of finances, facilities, and personnel.
- Provide appropriate counseling of physically active individuals, parents, or coaches in terms of physical, nutritional, pharmacological, psychological, and emotional health and well-being.
- Apply critical thinking and problem solving abilities.
- Comprehend the professional development requirements and responsibilities of the certified athletic trainer.
- Administer acute care skills and CPR necessary for physically active individuals who are injured or ill.

8. Program Contributions

Objectives of the Athletic Training Education Program

- The ATEP curriculum will provide didactic coursework which enables students to learn the full array of cognitive knowledge and psychomotor skills expected for certification in athletic training.
- Cognitive and psychomotor skills of athletic training students will be introduced, as well as practiced through laboratories and the clinical experiences within the ATEP curriculum requirements, leading to the successful completion of the JRC-AT competencies.
- Certified Athletic Trainers (ATC), who are qualified and experienced educators will serve as ATEP faculty in the classroom and in clinical settings. These clinical instructors shall be available in an optimal ratio for mentoring students, and shall be available in an advisory and supervisory capacity for students.
- Available classrooms, laboratories, a library, athletic training rooms, and clinical facilities will provide sufficient space and necessary equipment for effective instruction and applicable learning within the ATEP curriculum.
- Provision of technological and electronic media and communication systems will enable students to access and utilize information for learning athletic training knowledge and competencies.
- Current publications, textbooks, and library resources pertaining to athletic training will be provided for students on campus.
- Curricular and career advisement will be available to athletic training students.
- Students will receive continuous assessment of their academic progress in the ATEP program through evaluation of course assignments, evaluation of athletic training competencies, course grades, semester and overall grade point averages, and informal mentoring by peers and instructors, advisors and supervisors.
- The ATEP curricular courses and program requirements will be continually evaluated and updated for adherence to current knowledge and practices, based on research and professional experience.
- ATEP students who have completed the degree requirements will be prepared to earn certification and secure a position in the athletic training profession.

- The ATEP curriculum will provide a meaningful clinical experience for each student which provides for practice of athletic training knowledge and skills in a variety of clinical settings; attending to athletes in both high and low risk sports at scholastic and collegiate levels, and providing students opportunity for practical experiences in medical-based injury-rehabilitation settings.

Contributions of the Program to the University Goals

The Athletic Training Education Program currently serves a distinct group of students in the School of Kinesiology and Recreation. The students select athletic training with the ultimate goal of becoming certified as athletic trainers and seeking employment as health care providers to physically active clients in high schools, colleges and universities, sports medicine clinics, industry, and with professional athletic teams. For the most part, graduates remain in the state of Illinois and are readily employed to provide athletic training skills and services. An inherent demand exists for offering the program because accredited programs are restricted in the number of students who may be completing the program at any given time. This accreditation requirement ensures that the student to faculty/staff ratio is optimal for the education of the students. Further contributions are made through collaborative research projects that include program faculty and students. In addition, students enrolled in the Clinical Instruction Practicum are engaged in service learning through supervised on-campus and community sporting practices and events and assisting thereby connecting education with service to the community.

Contributions of the Program to Statewide Goals

Employability of athletic training students is projected to be strong indefinitely due to several factors. First, the unique attribute of athletic trainers to serve physically active clientele in the prevention of athletic injuries is critical as health care costs continue to rise. Second, athletic training is an emerging profession and is serving increasingly diverse clientele. Third, high schools are increasingly seeking the services of certified athletic trainers to assist with the health care needs of the athletes in terms of prevention and care of injuries and as a first respondent during emergency situations arising from athletic participation.

Outcomes

9. Student Learning Measures

The program employs several indicators for achievement of student learning objectives. These include:

- comprehensive final examinations for the individual courses in the program,
- entrance and exit examinations used for value added assessment,
- evaluation of the capstone internship experience prior to graduation,
- success on the NATABOC Certification Examination after graduation,
- survey of program graduates regarding preparedness for the first professional position

These indicators are regularly reviewed and adjustments are made to both the emphasis placed upon course materials and the delivery methods employed by the program faculty.

10. Program Outcomes

Targets have been set for each of the following indicators as a means of ensuring objectives are met:

- First time success rate on the NATABOC Certification Examination: 75%
- Overall success rate on the NATABOC Certification Examination: 100%
- Percent of students employed in athletic training or seeking graduate study: 90%
- Percent of students involved with faculty research projects: 20%

These indicators are evaluated annually and shared with program faculty and the school administration. In cases when the benchmark is set below 100%, upward adjustment is made once that goal has been achieved.

11. Curriculum

Catalog Description including Admission and Retention Requirements

Athletic Training Education Program:

Selective Admission:

All students planning to become certified athletic trainers must apply for and be admitted to the athletic training education program (ATEP) Clinical Instruction Practicum. Transfer students will be evaluated individually based on previous course work and credentials. Current application deadlines are posted on the athletic training home page and announced in KNR 188. Eligibility to apply for admission to the ATEP Clinical Instruction Practicum will be determined by the Director of Athletic Training Education. Applicants compete for available spaces in the program. The following criteria must be met for acceptance into the ATEP Clinical Instruction Practicum:

1. Fulfill university requirements up to the point of application to the Clinical Instruction Practicum.
2. Completion of prerequisite course work with a grade C or better in: KNR 181, 188, 188.01
3. Overall GPA of 2.70 or better and major GPA of 2.70 or better.
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- § overall and major grade point average
- § grades in requisite courses
- § quality of written essay submitted with application
- § performance evaluations of observation hours from clinical instructors
- § score on an athletic training general knowledge examination
- § two written recommendations from qualified individuals
- § completion of an interview with members of the athletic training faculty

The selection process results in one of the following student classifications:

- d. full acceptance to the clinical portion of the program
- e. qualified, but placed on a wait list
- f. not qualified, not accepted

Athletic Training Education Program Curriculum:

- § 58 total hours:
- § 55 hours in KNR:
 - 20 hours in foundation courses: KNR 181, 182, 240, 254, 257, 280, 282.
 - 30 hours in athletic training core courses: KNR 188, 188.01, 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 335, 361, 384, 387, 388.
 - 5 hours (minimum) in KNR 398.12.
- § 3 hours interdisciplinary: FCS 315.

Selective Retention:

Once admitted to the ATEP Clinical Instruction Practicum, the student will begin clinical work in athletic training at Illinois State University, and must maintain the following requirements.

1. A minimum cumulative and major GPA of 2.70.

2. A student falling below the required GPA will be placed on probation for 1 semester. If after 1 semester, the 2.70 GPA has not been re-established, the student will be dropped from the ATEP Clinical Instruction Practicum and be advised to change majors.
3. A student must earn a grade of C or better on each clinical site supervisor evaluation. A student earning less than a grade of C will not be permitted to count the hours completed during the affected clinical rotation toward ATEP requirements.
4. In keeping with the University requirements regarding hepatitis-B (HBV) immunizations, clinical students in the program shall be immunized against this disease. Additionally students admitted to the Clinical Instruction Practicum must submit documents of a current physical examination from an approved licensed physician.
5. The student is responsible for maintaining standards and expectations of the program. Failure will result in notification and possible dismissal.
6. A student who has not been retained in the ATEP Clinical Instruction Practicum may reapply for admission during the next available application period.

Certification and Licensure:

Completion of the ATEP program of study including 1200 supervised clinical hours and certification in first aid and CPR is designed to permit the student to apply to take the NATABOC certification examination and to apply for Illinois licensure as an athletic trainer. However, accreditation and licensure requirements are subject to change so the student is strongly advised to receive notification of the latest requirements for NATABOC certification and Illinois licensure from the respective governing organizations and from the Director of Athletic Training Education.

12. Instructional Practices

Several strategies are in place to promote student learning in the Athletic Training Education Program. Foremost is an effective student to faculty ratio and an optimal student to clinical instructor ratio. Three full-time faculty members are devoted to instruction for the Athletic Training Education Program. These faculty carefully develop course syllabi, course content, and content delivery systems to ensure quality teaching for the diverse population of students. Students benefit from the personal attention and are further encouraged to interact with one another throughout the curriculum. The faculty incorporate a team approach to managing the curriculum to ensure that all required competencies and skills are included and that there is a smooth progression from foundation knowledge to advanced synthesis and evaluation.

Timely feedback is crucial to the learning process and this strategy is the rule rather than the exception. Evaluated materials are returned to students at the next scheduled meeting time in most cases and not more than one week from submission in all cases. This enables students to learn from mistakes and if remediation is necessary, sufficient time is available for such action.

The curriculum is designed to provide interested students with an overview of the profession of athletic training and to explain the details of application to and matriculation through the Athletic Training Education Program. Pre-admit students are also required to complete a minimum of fifty directed observation hours among at least three athletic training settings as a requirement for KNR 188.01. This provides the student with a sense of the duties, responsibilities, and knowledge of certified athletic trainers. Students may then apply to the clinical instruction practicum of the Athletic Training Education Program as described in *Section II, Curriculum*. As the successfully admitted student matriculates through the program, the sequencing of the courses is designed to build upon previous knowledge. Furthermore, the clinical rotations of the students permit psychomotor application of new skills and knowledge in a timely manner. These rotations are carefully supervised by certified athletic trainers who are trained clinical instructors for the Athletic Training Education Program. The student must complete a minimum of 800 of these supervised clinical hours and the core courses after which he or she must complete a capstone internship experience. The internship is arranged off-campus and permits the student to apply the skills and knowledge inherent of an entry-level athletic trainer while still under the direction of the Athletic Training Education Program. Each internship opportunity involves a contractual arrangement to ensure the health and safety of the student and the clientele of the internship site. The capstone internship experience considered a distinctive feature of the program and was highly regarded by the accreditation site visitors.

Further strategies to enhance student learning include the activities of the Athletic Training Club at Illinois State University. The mission of the club is to permit all interested students opportunities for social interaction and educational programs including the invitation of guest speakers with specialized knowledge and skills to speak to club members.

A student learning objective of the Athletic Training Education Program relates to the development of critical thinking and problem-solving abilities. The faculty promote active instructional strategies including case-based and problem-based learning. These may be staged scenarios, computer simulations, or written cases which require the students to apply existing knowledge as well as inquiry to synthesize information and arrive at a logical impression for the case or problem.

Finally, student progress is monitored by the program faculty in cooperation with the academic advisement office to ensure that progress is maintained and that the required affective and psychomotor athletic training competencies provided by the National Athletic Trainer's Association (NATA) are achieved prior to completion of the Athletic Training Education Program.

Resources

13. Table IV-1, Table IV-2

Table IV-1

STUDENT DEMAND PROJECTIONS FOR THE NEW PROGRAM

	Budget Year	2nd Year	3rd Year	4th Year	5th Year
Number of Program Majors (Fall Headcount)	60	60	60	60	60
Annual Full-Time-Equivalent Majors	60	60	60	60	60
Annual Credit Hours in EXISTING Courses ¹	668	788	788	788	788
Annual Credit Hours in NEW Courses ¹	120				
Annual Number of Degrees Awarded	20	20	20	20	20

¹ Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Table IV-2

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM

	Budget Year	2nd Year	3rd Year	4th Year	5th Year

1	Total Resource Requirements	\$144,320				
2	Resources Available from Federal Sources	0				
3	Resources Available from Other Non-State Sources	0				
4	Existing State Resources	\$144,320				
5	State Resources Available through Internal Reallocation	0				
6	New State Resources Required (Line 1 minus the sum of lines 2 through 5)	0				
Breakdown of New State Resources Required for Budget Year:						
7	F.T.E. Staff	0	--	--	--	--
8	Equipment and Instructional Materials	0	--	--	--	--
9	Library	0	--	--	--	--
10	Contractual Services	0	--	--	--	--
11	Other Support Services	0	--	--	--	--

14. Quality Assurance Processes

In the case of the Athletic Training Education Program, while autonomy exists for the program to develop its own curriculum and self-manage, much of the quality assurance takes place through the process of accreditation. The JRC-AT sets forth the standards by which the institution must adhere to maintain the athletic training education program and CAAHEP provides the ultimate accreditation to the institution. This process requires a comprehensive self study and on-site visitation for initial accreditation and regular reappraisal including annual reports and comprehensive review thereafter.

With regard to the specific items noted for quality assurance, following are brief descriptions:

Alignment with regional and statewide needs: Illinois State University has a long history of educating athletic trainers and providing athletic training graduates to both state and regional employers. The program boasts a large alumni pool who are employed at various levels including high schools, colleges and universities, sports medicine clinics, industrial settings, and professional athletics. The best indicator for meeting these needs is the placement rate of our graduates. We strive for placement success that is as high as possible and, each year, find that there are more vacancies for athletic trainers than there are graduates.

Teaching effectiveness and course evaluation: The College of Applied Science and Technology and the School of Kinesiology and Recreation require that all courses be evaluated by the students each semester. In addition, faculty in the School of Kinesiology and Recreation undergo peer review each year during the probationary period and every five years thereafter.

Curriculum development and sequencing of the courses: The content of the curriculum is partially governed by the JRC-AT Standards. Delivery of the content including partitioning of content into courses and sequencing of the courses is left to the discretion of the athletic training faculty. The curriculum is reviewed on an ongoing basis and is carefully scrutinized through the accreditation process at regular intervals.

Monitoring of student progress: A close relationship exists between the academic advisement office in the School of Kinesiology and Recreation and the Athletic Training Education Program. Grade point average data, individual course grade information, and other data are regularly shared between the two units to monitor student progress. The advisement office also ensures that the students adhere to a sequencing of classes. The Athletic Training Education Program is designed as a series of steps so that each semester draws upon existing knowledge and skills acquired during previous semesters. If student progress is derailed in any way, the student is held from the progression of courses and will subsequently have a semester added to the program. This is stipulated in the university catalog.

Faculty qualifications and reward structures: Faculty in tenure-track positions must hold a terminal degree, credentials as a NATABOC-certified athletic trainer, and be licensed as an athletic trainer in the State of Illinois. Faculty in non-tenure track positions must hold a minimum of a master's degree, credentials as a NATABOC-certified athletic trainer, and be licensed as an athletic trainer in the State of Illinois. All faculty are evaluated on an annual basis to determine merit pay raises and tenure-track faculty are further evaluated to determine tenure and promotion decisions.

Occupational and student demand for the program: Beginning in January, 2004, only those students who complete an accredited athletic training education program may challenge the NATABOC Certification Examination to become nationally certified as athletic trainers. The program at Illinois State University has a long history of educating entry-level athletic trainers and was fully accredited in 2001. The recent achievement of accreditation by the Athletic Training Education Program ensures validation for the newest JRC-AT Standards and enables future graduates eligibility for the NATABOC Certification Examination. As the profession of athletic training is an emerging profession, the need for more well-designed and validated programs is increasingly critical for prospective employers.

Faculty development that encourages quality teaching: All faculty in the School of Kinesiology and Recreation are encouraged to pursue activities for continuing professional growth. All faculty are evaluated annually in regard to their achievements in teaching, scholarship and professional service. The development of excellence in teaching is promoted through the University's Center for the Advancement of Teaching (CAT), which assists faculty in teaching techniques, offers faculty funding for teaching conferences, and assists in providing teaching resources. All tenure-track faculty are assigned each semester to a quarter-time for scholarly research. Continuous completion and dissemination of scholarship by faculty contribute to the awarding of tenure, promotion, and meritorious salary increments. Professional service, as a member of school, college, and/or university committees, and as an active participant in professional organizations, such as the NATA, is expected of all faculty. Travel funds are available from the school. The college and the university also offer travel funding for various types of professional development conferences, based on adherence to application and selection criteria from each allocation resource.

Adequacy of support staff, equipment, and other resources: This is a critical component of the accreditation process and one that is carefully reviewed at the on-site visitation. The on-site visit for the Athletic Training Education Program at Illinois State University took place in February, 2001 and the program was found to excel in the areas of support staff, equipment holdings, facilities, and other resources.

Program review process: As a CAAHEP-accredited athletic training education program, annual reports including data on enrollment, attrition rates, graduation rates, placement success, and certification examination results must be submitted to the JRC-AT. In addition, regular formal review that includes submission of a comprehensive self-study and on-site visit for validation of the self-study content are scheduled every five to seven years for accredited programs. The next comprehensive review of the Illinois State University Athletic Training Education Program will take place in 2005-2006.

Use of assessment results, program reviews, and accreditation to improve the program: The process of self-study and annual review permits a mechanism for regular validation of program goals and objectives. The program faculty also convene on a monthly basis to discuss the success of the program and to entertain potential adjustments to the curriculum when appropriate to enhance the program and the opportunities for the students. The determination for the ATEP to be among the best nationwide can only be achieved through careful review of the program and its intended outcomes with timely change when necessary in order to provide the state and the region with outstanding young professionals in athletic training.

**A COMPARISON OF CURRENT (approved for Fall 2002) AND
PROPOSED REQUIREMENTS OF THE
ATHLETIC TRAINING EDUCATION PROGRAM**

All changes have been highlighted.

Approved: Fall 2002 *

Proposed: Fall 2003

55	hours in KNR Required:	
23	hours core courses:	
	KNR 160, 181, 182, 240, 254, 257, 280, 282	
32	hours Required in Sequence:	
	KNR 188 Introduction to Athletic Training	2
	KNR 188.01 Clinical Practicum in Athletic Training	1
	KNR 284 Prevention and Care of Athletic Injuries	3
	KNR 288 Therapeutic Modalities	3
	KNR 298.11 Professional Practice: Athletic Training Clinical Competencies I	1
	KNR 298.12 Professional Practice: Athletic Training Clinical Competencies II	1
	KNR 298.13 Professional Practice: Athletic Training Clinical Competencies III	1
	KNR 298.14 Professional Practice: Athletic Training Clinical Competencies IV	1
	KNR 298.15 Professional Practice: Athletic Training Clinical competencies V	1
	KNR 334 Therapeutic Exercise	3
	KNR 335 Administration of Athletic Training	2
	KNR 378.10 Seminar in Professional Practice	2
	KNR 387 Evaluation of Athletic Injuries: Lower Extremities	3
	KNR 388 Evaluation of Athletic Injuries: Upper Extremities	3
	KNR 398.12 Professional Practice Internship	5
3	hours Interdisciplinary Required:	
	FCS 315	3

* This reflects curricular changes that have already been approved by the UCC this year but will not be published in the catalog until 2002-2003.

UNIVERSITY STANDARDS FOR PROPOSED MAJOR

- 120 No more than 124 semester hours of coursework
- 55 Require no more than 55 semester hours in major department
- 58 Should not mandate more than 76 hours excluding University Studies
- May mandate no more than 24 hours in University Studies

**ATHLETIC TRAINING
PLAN OF STUDY**

FALL	HR	SPRING	HR	SUMMER	HR
Gen Ed	<u>12</u> 12	Gen Ed KNR 180	12 <u>2</u> 14		
FALL	HR	SPRING	HR	SUMMER	HR
Gen Ed KNR 181 KNR 188 KNR 188.01	9 3 1 <u>1</u> 14	Gen Ed KNR 182 KNR 284 KNR 298.11	9 3 3 <u>1</u> 16		
FALL	HR	SPRING	HR	SUMMER	HR
Gen Ed KNR 240 KNR 280 KNR 288 KNR 298.12	3 2 3 3 <u>1</u> 12	KNR 282 KNR 298.13 KNR 361 KNR 387 FCS 315 Elective	3 1 3 3 3 <u>3</u> 16		
FALL	HR	SPRING	HR	SUMMER	HR
PSY 113 ^{1,2} or Elective KNR 254 KNR 257 KNR 298.14 KNR 334 KNR 388	3 3 3 1 3 <u>3</u> 16	KNR 298.15 KNR 335 KNR 345 KNR 384 Global Studies ² or Elective Elective	1 2 3 3 3 <u>3</u> 15	KNR 398.12	5

¹ A course in General Psychology is built into the early Gen Ed requirements through advisement. The additional Psychology course in Illinois and PSY 113 is acceptable.

is required for licensure

² May be taken as part of General Education.

