

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability

NO.: AAC 10-15

COMMITTEE DATE: April 27, 2010

BOARD DATE: May 4, 2010

WESTFIELD STATE COLLEGE
BACHELOR OF SCIENCE IN ATHLETIC TRAINING

MOVED: The Board of Higher Education hereby approves the application of **Westfield State College** to award the **Bachelor of Science in Athletic Training**.

Upon graduating the first class for this program, Westfield State College shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Dr. Francesca B. Purcell, Associate Commissioner for Academic and P-16 Policy

BOARD OF HIGHER EDUCATION

Westfield State College

Bachelor of Science in Athletic Training

INTENT AND MISSION

In March 2010, Westfield State College submitted an expedited proposal to offer a Bachelor of Science in Athletic Training. The Athletic Training Education Program (ATEP) at Westfield is currently a concentration in the Movement Science major and is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This proposal intends to bring the ATEP concentration into alignment with new national accreditation standards which stipulate that in order for an athletic training program to continue to be accredited through CAATE, it must be offered as a standalone major. Transitioning the program from a concentration to a major will neither alter the current curriculum nor require additional resources.

The purpose of the proposed program is to prepare students to enter the profession of athletic training. The program is designed to facilitate critical thinking, problem solving and skill development in athletic training through academic coursework and clinical experiences. Students are taught the knowledge, skills, and attitudes essential to the practice of athletic training as defined by the Athletic Training Education Competencies and Clinical Proficiencies, published by the National Athletic Trainers' Association Professional Education Committee.

Students completing the proposed program will be eligible to be candidates for the Board of Certification examination. Upon passing the BOC examination, graduates will be qualified to seek employment as an athletic trainer in public or private secondary schools, two-year or four-year colleges and universities, sports medicine clinics, professional athletic teams, industrial and commercial settings, and a variety of other healthcare settings.

Congruent with the college's mission statement, the proposed program is committed to providing students a quality undergraduate education in a distinctive program that not only prepares students to enter a profession but also instills in them a commitment to lifelong learning and to service. The mission statement supports collaborative education and community-based learning as means to provide the students the opportunities to achieve academic and professional success.

The proposed major has been approved by the College governance process, including the Board of Trustees. The required Letter of Intent was circulated on December 18, 2010. No responses were received.

NEED AND DEMAND

The proposed program is well-positioned to prepare students for the changing healthcare environment. A gradual shift from an illness to a wellness model of health care is drawing long overdue attention to movement-related professions. The joint

American College of Sports Medicine and American Medical Association initiative *Exercise is Medicine* is “designed to make physical activity and exercise a part of the disease prevention and treatment paradigm in the United States” (www.exerciseismedicine.org). A related National Athletic Trainers’ Association legislative initiative, *Athletic Trainers’ Equal Access to Medicare Act of 2009 (ATEAM)*, is a national bill before the Senate and House of Representatives that will include athletic trainers as a referral option for physical medicine and rehabilitation services under Medicare Part B.

The market is growing for this field of study. Based on the 2010-11 edition of the *Occupational Outlook Handbook* (Bureau of Labor Statistics), the athletic training profession is projected to grow 37 percent from 2008 to 2018, “much faster than the average for all occupations.” Job prospects will be particularly good in the healthcare industry and in high schools. State-wide growth in 2008 was 16.4 percent in Massachusetts.

The ATEP has existed as a concentration within the Movement Science major at Westfield State College since 2000 with currently 20 students in the program.

ADMISSION AND ENROLLMENT

A student wishing to enter the proposed program must be enrolled in the Department of Movement Science, Sport and Leisure Studies, and must apply for entrance. The minimum requirements to get into the department include a 2.8 overall high school GPA and a 920 SAT score, in addition to a 450 reading SAT score. Only students formally accepted into the program may serve as athletic training students, gaining clinical experience in an athletic training setting. The number of students accepted each year will vary in accordance with retention and graduation rates. Admission to the program is competitive and based on the following criteria.

Students interested in applying for entrance must meet the following prerequisite requirements:

1. Minimum cumulative GPA of 2.0.
2. Successful completion of 14 academic credit hours.
3. Completion of MOVP 0102 (Introduction to Athletic Training) and BIOL 0237 (Human Anatomy and Physiology I) with a minimum combined GPA of 2.5.
4. Documentation of a current physical examination, including immunization documentation, on file in WSC Health Services.

Students meeting the eligibility requirements must submit the following materials:

1. Completion of a program application.*
2. Completion of 35 hours of active observation in the WSC Athletic Training Education Program, including 20 hours in the athletic training room and 15 hours at athletic practices or competitions.
3. Submission of a typed journal documenting observations in the athletic training room and at athletic practices/events.
4. Submission of three favorable recommendations.
5. Attendance at a minimum of four WSC ATEP approved colloquia.
6. Submission of copy of First Aid and CPR Certification.

7. Completion of a medical history questionnaire, job demands analysis, and musculoskeletal exam.
8. Submission of a signed copy of the Technical Standards for Admission form.
9. Submission of a signed copy of the Athletic Training Student Agreement form.
10. Admission interview. *Successful completion of the interview requires a mean score of 2.5.*

Projected Enrollment

| | # of Students Year 1 | # of Students Year 2 | # of Students Year 3 | # of Students Year 4 |
|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| New Full Time | 10 | 12 | 14 | 16 |
| Continuing Full Time | 11 | 13 | 15 | 19 |
| New Part Time | NA | NA | NA | NA |
| Continuing Part Time | NA | NA | NA | NA |
| Totals | 21 | 25 | 29 | 35 |

CURRICULUM (Attachment A)

Athletic training students will be required to take a total of 120 credits (41-43 courses) to complete the program. Of this total, 46 credits will be in general education, 69 credits in the major, and 5 elective credits. All students complete a capstone clinical experience; this comes during the senior year with the Athletic Training Research and Clinical Decision Making course (MOVP0337).

Student Learning Outcomes

The Athletic Training Competency Matrix below aligns course competencies with accreditation requirements:

Competency

| |
|---|
| Explain the psychosocial requirements (i.e., motivation and self-confidence) of various activities that relate to the readiness of the injured or ill individual to resume participation. |
| Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity. |
| Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning. |
| Describe the basic principles of mental preparation, relaxation, visualization, and desensitization techniques. |

| |
|--|
| Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environment interactions. |
| Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient. |
| Describe the roles and function of various community-based health care providers (to include, but not limited, to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals. |
| Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient. |
| Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates. |
| Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders. |
| Identify and describe the sociological, biological and psychological influences toward substance abuse, addictive personality traits, the commonly abused substances, the signs and symptoms associated with the abuse of these substances, and their impact on an individual's health and physical performance |
| Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies. |
| Describe the acceptance and grieving processes that follow a catastrophic event and the need for a psychological intervention and referral plan for all parties affected by the event. |
| Explain the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration (to include but not limited to those with exercise-induced asthma, diabetes, seizure disorders, drug allergies and interactions, unilateral organs, physical and/or mental disability). |
| Describe the psychosocial factors that affect persistent pain perception (i.e., emotional state, locus of control, psychodynamic issues, sociocultural factors, and personal values and beliefs) and identify multidisciplinary approaches for managing patients with persistent pain. |

Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the intervention and referral should be documented using standardized record-keeping methods.

Demonstrate the ability to select and integrate appropriate motivational techniques into a patient's treatment or rehabilitation program. This includes, but is not limited to, verbal motivation, visualization, imagery, and/or desensitization. Effective lines of communication should be established to elicit and convey information about the techniques. While maintaining patient confidentiality, all aspects of the program should be documented using standardized record-keeping techniques.

RESOURCES AND BUDGET (Attachment B)

Faculty and Administration

In addition to the three full-time members of the athletic training faculty, the Movement Science Department has faculty members in sports medicine, health fitness, physical education, and wilderness leadership. Many of these faculty members teach cognate classes for the athletic training program. In addition, the Movement Science Department will hire three new and replacement faculty members this year; their content responsibilities will be Kinesiology, Outdoor Education, and Physical Education. No further faculty resources are needed to operate.

Library

Existing technology, equipment, library resources, office and student meeting space, as well as existing state-of-the-art laboratories are adequate to support the current number of students as well as future increases up to approximately 36 students.

Ely Library's collections include 152,300+ books, 1,504 current periodicals, 16,565 bound periodicals, and more than 24,000 full text periodicals available online. Materials not available in the Library's collection may be borrowed from other libraries via interlibrary loan by completing an Interlibrary Loan Request Form. In addition, as part of the Cooperating Libraries of Greater Springfield, materials may be borrowed from the following libraries with the WSC ID card: American International College, Bay Path College, Elms College, Holyoke Community College, Springfield College, Springfield City Library, Springfield Technical Community College, and Western New England College.

Physical Resources

Westfield State's Movement Science and Athletics Departments recently moved into The Woodward Center, a new, state-of-the-art, \$18 million academic and athletic building. The Woodward Center is located next to the Alumni Field, site of many of the college's intercollegiate and intramural outdoor activities. The 80,000-square-foot facility houses a 35,000-square-foot field house. It includes a four-lane track and three full-length basketball courts, with the main performance court providing seating for 1,100. A rock-climbing wall completes the field house area. The first floor of The Woodward Center also features first-class athletic training, strength and conditioning, and

equipment rooms, along with locker room space for each varsity team. The Athletic Training Center is staffed by three certified athletic trainers and serves approximately 400 athletes. The Athletic Training Center has a moveable partition to section off part of the facility for use as a lab for athletic training laboratory courses.

On the second floor, students will have access to a student lounge; the aerobics/dance studio; four multimedia-equipped classrooms; exercise physiology, biomechanics, and motor learning laboratories; a multimedia computer lab; and conference rooms.

Budget (Attachment B)

The budget demonstrates the fiscal feasibility of the proposed program based upon the projected student enrollment. The budget assumes an annual salary/fringe expenditure increase of 4 percent.

PROGRAM GOALS

Westfield State College identified the following program goals:

| Goal | Measurable Objective | Strategy for Achievement | Timetable |
|--|--|---|---|
| Increase the number of quality Certified Athletic Trainers (ATC) in Massachusetts to meet the growing need | Increase enrollment by 4 students per year. Maintain 8 ATC graduates per year. | Meet with marketing to create promotional materials Attend career fairs (on and on campus) On-campus open houses Upgrade website | Fall 2009, ongoing Annually Annually April-May, 2010 |
| Meet or exceed the national average pass rate for the first administration of the BOC examination. | National pass rate (Board of Certification) from 2005-2009 was 36.5%. Westfield will maintain a 50% pass rate. | Monitor pass rate with alumni survey. | Annually |
| Continued program assessment to assure graduates have been adequately educated in the domains of the BOC exam. | Alumni survey completed by 70% of graduates | Alumni survey each year | Annually |

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed Bachelor of Science in Athletic Training was externally reviewed by Dr. Brian Toy, University of Southern Maine, and Dr. Deborah Swanton, Endicott College, and included a site visit with tours of the facilities devoted to the proposed program.

The external reviewers report found that NEASC requirements have been met; that benchmarks are currently in place for evaluation of student progress; and that the Woodward Center and related program resources (laboratory equipment, instructional materials, etc) demonstrate institutional support for the program and provides evidence of support for future growth of the program. The reviewers did not forward any recommendations.

STAFF ANALYSIS AND RECOMMENDATION

Department staff thoroughly reviewed all documentation submitted by Westfield State College and external reviewers. Staff recommendation is for approval of the Bachelor of Science in Athletic Training.

Upon graduating the first class for this program, WSC shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

ATTACHMENT A: CURRICULUM OUTLINE

| Required Core Courses in the Major (Total # courses required = 9) | | |
|---|---|---------------------|
| <i>Course Number</i> | <i>Course Title</i> | <i>Credit Hours</i> |
| MOVP 0100 | Introduction to Exercise Science* | 3 |
| MOVP 0105 | Foundations of Movement Science I | 3 |
| MOVP 0106 | Foundations of Movement Science II | 3 |
| BIOL 0237 | Human Anatomy & Physiology I | 4 |
| BIOL 0239 | Human Anatomy & Physiology II | 4 |
| MOVP 0202 | Introduction to Motor Learning | 3 |
| MOVP 0203 | Motor Development & Behavior | 3 |
| MOVP 0204 | Kinesiology | 3 |
| MOVP 0205 | Physiology of Exercise | 3 |
| | Subtotal Required Credits | 29 |
| Required Athletic Training Courses (Total # courses required = 16) | | |
| MOVP 0102 | Introduction to Athletic Training | 3 |
| MOVP 0190 | First Aid and Emergency Care** | 1 |
| MOVP 0191 | Athletic Training Skills*** | 1+1 |
| MOVP 0212 | Concepts of Nutrition | 3 |
| MOVP 0234 | Evaluation of Upper Extremity Injuries | 3 |
| MOVP 0235 | Evaluation of Lower Extremity Injuries | 3 |
| MOVP 0237 | Athletic Training Clinical Experience*** | 2+2 |
| MOVP 0319 | General Medical Aspects of Physical Activity | 3 |
| MOVP 0321 | Supervising Sports/Fitness Programs | 3 |
| MOVP 0323 | Therapeutic Modalities | 3 |
| MOVP 0327 | Therapeutic Exercise | 3 |
| MOVP 0328 | Fitness/Rehab for Special Populations | 3 |
| MOVP 0337 | Athletic Training Research & Clinical Decision Making***^ | 3+3 |
| | Subtotal Required Credits | 40 |
| General Elective Courses (Total # courses required = 1-3) | | |
| | Subtotal Elective Credits | 5 |

| General Education Core Courses (Total # courses required = 15) | |
|--|----------------------------|
| Distribution of General Education Requirements | # of Gen Ed Credits |
| Arts and Humanities, including Literature and Foreign Languages | 18 |
| Mathematics and the Natural and Physical Sciences | 10* |
| Social Sciences | 12 |
| Diversity | 6 |
| Subtotal General Education Core Credits | 46* |
| Curriculum Summary | |
| Total number of courses required for the degree | 41-43 |
| Total credit hours required for degree | 120 |
| Prerequisite, Concentration or Other Requirements: | |
| Students must complete the required courses with a GPA of 2.5: | |
| * MOVP 0100 is also a Common Core course under the Science Section | |
| ** The Emergency Medical Technician course (MOVP 0211) may be taken in place of MOVP 0190. | |
| *** These courses must be taken for two semesters. | |
| ^ A minimum GPA of 2.5 with Advanced Standing is required for MOVP 0337. | |

ATTACHMENT B: BUDGET

| Startup Costs | Cost Categories | Annual Expenses | | | |
|----------------------|--|---------------------------|---------------------------|---------------------------|---------------------------|
| | | Year 1 2010-11 | Year 2 2011-12 | Year 3 2012-13 | Year 4 2013-14 |
| | Full Time Faculty* (Salary & Fringe) | \$60,450 | \$62,868 | \$65,383 | \$67,998 |
| | Part Time/Adjunct Faculty/Staff (Salary & Fringe) | \$8,400 | \$8,736 | \$9,085 | \$9,449 |
| | Instructional Materials, Library Acquisitions | \$0 | \$2,000 | \$5,500 | \$6,000 |
| | New computers for new faculty and staff | \$0 | \$1,500 | \$1,500 | \$1,500 |
| | Marketing | \$0 | \$500 | \$1,400 | \$1,600 |
| | Other (Specify) Departmental events, Field trips | \$6,800 | \$7,000 | \$7,200 | \$8,000 |
| | Equipment, Supplies | \$13,500 | \$13,500 | \$14,000 | \$16,000 |
| | TOTALS | \$89,150 | \$96,104 | \$104,068 | \$110,547 |

*Adjusted for load solely devoted to program.

| One Time/Startup Support | Revenue Sources | Annual Income | | | |
|---|---|----------------------|-----------------|------------------|------------------|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| None | Grants | | | | |
| | (Tuition to Commonwealth)* [Not included in total] | (\$11,815) | (\$14,065) | (\$16,315) | (\$19,691) |
| | Fees* | \$73,640 | \$87,667 | \$101,694 | \$122,734 |
| \$16,000 | Departmental | \$16,000 | | | |
| | TOTALS | \$89,640 | \$87,667 | \$101,694 | \$122,734 |

*Tuition and fees are adjusted for percentage devoted to program requirements (.58 of all degree coursework)

Fiscal Feasibility

| Year | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|-------------------|------------------|------------------|------------------|------------------|
| Program Carryover | | 490 | -7,947 | -10,321 |
| Revenue | 89,640 | 87,667 | 101,694 | 122,734 |
| Expenses | 89,150 | 96,104 | 104,068 | 110,547 |
| Program-to-Date | 490 | -7,947 | -10,321 | 1,866 |