Minnesota State University, Mankato
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate signatures, and submit through MSU’s curricular process for recommendations and decisions.

<table>
<thead>
<tr>
<th>College:</th>
<th>Allied Health and Nursing</th>
<th>(Check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Human Performance</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Program:</td>
<td>Sports Medicine Minor</td>
<td>Graduate</td>
</tr>
<tr>
<td>Type of Change</td>
<td>PROGRAM PROPOSALS</td>
<td></td>
</tr>
<tr>
<td>Proposed:</td>
<td>Redesign-Change in Total Program Credits</td>
<td></td>
</tr>
</tbody>
</table>

| Title Current:   | Athletic Training (BATR) |
| Title Proposed:  | Athletic Training (BATR) |
| 24-Char. Abbrev: | BATR                     |

<table>
<thead>
<tr>
<th>Course Designator</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>68</td>
</tr>
</tbody>
</table>

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
The Athletic Training Major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and prepares students for careers in the Allied Health Care Profession of Athletic Training. The Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in health care for the physically active and athletic populations. In cooperation with physicians and other allied health professionals, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, hospitals, professional sports programs, and corporate industrial settings.

Rationale or Justification for change:
The program content related to the educational competencies and clinical practicums cannot be adequately covered and reassessed under the current 2 credit courses 204 442 and 444. Course content is pushed into a clinical course in order to be covered and for students to acquire hands-on practice with the therapeutic modalities and rehabilitation techniques. In addition, student exit surveys have consistently indicated the clinical nature of the content of the course and the need to expand the course required level. These changes will recategorize program articulation for both content (comprehensive and clinical practicums) and curriculum accreditation Standards. With the program currently completing a self-study for re-accreditation, Fall 2007 is the only time these changes are urgent. The addition of 1 laboratory and one credit each to 442 and 444 will increase the core credits required for the major by two credits from the current 60 to 62 credits.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>General Education Course:</th>
<th>Cultural Diversity Course:</th>
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<tbody>
<tr>
<td>GE Category #</td>
<td>GE Category Name (Maximum of 3 Categories)</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course’s student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Lecture</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is an elective</td>
<td></td>
<td>Fall Semester</td>
</tr>
<tr>
<td>Course is required for program</td>
<td></td>
<td>Spring Semester</td>
</tr>
<tr>
<td>Pre- or Co-requisites:</td>
<td></td>
<td>Summer Session</td>
</tr>
</tbody>
</table>

Other courses are being changed or eliminated. (Explain.)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course’s student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
### Minnesota State University, Mankato

**Curriculum Proposal**

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#### ***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site: [http://www.mnsu.edu/acadaf/pra/forms/](http://www.mnsu.edu/acadaf/pra/forms/)
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

The content prescribed with the educational competencies and clinical proficiencies cannot be adequately covered and assessed under the current 2 credit courses HP 442 and HP 444. Course content is pushed into a clinical course in order to be covered and for students to experience hands on practice with the therapeutic modalities and rehabilitation techniques. In addition, senior exit surveys have consistently indicated the difficult nature of the content of this course and the need to expand the credit requirement and add a laboratory. This will increase the total credits required for the broad major (66 credits) by two credit.

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#### ***For Programs Requiring MNSCU Approval***

If any of the following changes are proposed, please fill out and attach MNSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html](http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html)

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MNSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

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Revised September 2002
# Minnesota State University, Mankato:
## Curriculum Proposal

### Signature Page

| **Department** |  |  
|----------------|------------------|---|
| **Recommended** | (Category/ies) |  
| **Not Recommended** | (Category/ies) |  
| **Comments:** |  |  

**Department Chair:**  
Signature: ___M__  
Date: 8/30/06

| **College Curriculum Committee** |  |  
|-----------------|------------------|---|
| **Recommended** | (Category/ies) |  
| **Not Recommended** | (Category/ies) |  
| **Comments:** |  |  

**Committee Chair:**  
Signature: __R__  
Date: 9-25-06

| **College Dean** |  |  
|-----------------|------------------|---|
| **Recommended** | (Category/ies) |  
| **Not Recommended** | (Category/ies) |  
| **Comments:** |  |  

**Dean:**  
Signature: ___  
Date: 9/26/06

| **General Education Subcommittee** |  |  
|-----------------|------------------|---|
| **Recommended** | (Category/ies) |  
| **Not Recommended** | (Category/ies) |  
| **Comments:** |  |  

**General Education Subcommittee Chair:**  
Signature: ___  
Date:  

| **Undergraduate Curriculum and Academic Policy Committee** |  |  
|-----------------|------------------|---|
| **Recommended** | (Category/ies) |  
| **Not Recommended** | (Category/ies) |  
| **Comments:** |  |  

**UCAP Faculty Chair:**  
Signature: ___  
Date: 10/26/06

| **Faculty Association Graduate Committee** |  |  
|-----------------|------------------|---|
| **Recommended** |  |  
| **Not Recommended** |  |  
| **Comments:** |  |  

**Faculty Association Graduate Chair:**  
Signature: ___  
Date:  

| **Graduate Dean** |  |  
|-----------------|------------------|---|
| **Recommended** |  |  
| **Not Recommended** |  |  
| **Comments:** |  |  

**Graduate Dean:**  
Signature: ___  
Date:  

| **Academic Affairs Council** |  |  
|-----------------|------------------|---|
| **Recommended** | (Category/ies) |  
| **Not Recommended** | (Category/ies) |  
| **Comments:** |  |  

**Assistant Vice President:**  
Signature: ___  
Date: 12/1/06

| **Senior Vice President and Vice President for Academic Affairs** |  |  
|-----------------|------------------|---|
| **Approved** | (Category/ies) |  
| **Not Approved** | (Category/ies) |  
| **Comments:** |  |  

**Sr. Vice President / Vice Pres. Academic Affairs:**  
Signature: ___  
Date: 12/4/06

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3 Revised September 2002
Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site: http://www.mnsu.edu/acadaff/forms/
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

A. Please see attached program learning outcomes.
B. Attached
C. Program assessment is highly complex and has not been changed, matrix is attached.
D. Attached
E. Program resources have not changed no new resources will be required
F. Current faculty will absorb additional credit load for increase in one credit per two courses (HP 442 and HP 444) which will fit within current load.
G. Library holdings are already substantial for athletic training and sports medicine and will not change.
Learning Outcomes

1. To improve student knowledge, and clinical skill development as the foundation for sound practice and leadership in the profession of Athletic Training.*
2. The development of proficiency (cognitive and psychomotor), in all content areas (below) of the practice of the allied health care profession of Athletic Training:*
   ‣ Risk Management and Injury Prevention
   ‣ Pathology of Injuries and Illnesses
   ‣ Assessment and Evaluation
   ‣ Acute Care of Injury and Illness
   ‣ Pharmacology
   ‣ Therapeutic Modalities
   ‣ Therapeutic Exercise
   ‣ General Medical Conditions and Disabilities
   ‣ Nutritional Aspects of Injury and Illness
   ‣ Psychosocial Intervention and Referral
   ‣ Health Care Administration
   ‣ Professional Development and Responsibilities
3. To assist the students in developing respect for, and treat the patient(s) as an individual, without regard to race, color, sexual preference, socioeconomic status, political or religious affiliation, or athletic ability.**
4. To assist the students in developing an understanding of the profession of Athletic Training, the athletic trainer’s role in the health care arena, and the professional and ethical responsibilities associated with the athletic trainer as a health care professional.**
5. To assist the students in recognizing the need for the support of clinical practice through ongoing education, research and service.**
6. To assist the students in acknowledging and acting in support of university values of teaching and learning as a first priority providing quality service to students, to the university, and to the community.**

*These program goals would be defined as the specific learning goals.
** These program goals are both programmatic and affective goals. These affective outcomes are consistent with the ethical and core values as defined by the profession.
Present: Patrick Akuffo, Ken Ecker, Sherry Folsom-Meek, Chad Grabau, Heidi Henschel Pellett, Kent Kalm, Soonhwan Lee, Jon Lim, Theresa Mackey, Bruce Pietz, Gary Rushing, Patrick Sexton, Joe Walsh

1. **Athletic Training Curriculum:** Pat Sexton handed out at our last meeting the course proposals for HP 442, Therapeutic Modalities in Athletic Training, and HP 444, Rehabilitation Techniques. Discussion followed. The proposals are to add labs for each of these hands-on courses. Each course will add 1 additional credit to the broad major (and decrease electives) and each class will have a 2 hour lab. These items were voted on at this meeting with the following results: Joe Walsh moved we approve these proposals and Sherry Folsom-Meek seconded the motion. No discussion followed and the motion was carried unanimously.

2. **Faculty Requests:** Gary Rushing asked faculty what potential needs there are in the department for new faculty positions. Ken Ecker stated that last year we had 2 failed searches in the Exercise Science area but that in talking with Dean Herth she indicated that she would probably only support 1 probationary position this year. Pat Sexton suggested we look at our needs for classes to determine if we need 2 positions in Exercise Science and if needs show more than 1 position then we indicate that to Kaye. Discussion followed on how searches are conducted and question asked whether a faculty member in a fixed-term position could move to a probationary position without advertising the position. Gary Rushing will try to get clarity on this from Steve Bohnenblust. Sport Management will ask for a new probationary position. Jon Lim is in a fixed-term position in Sport Management. Sport Psychology will ask for a probationary position but with the salary Joe was getting the department may be able to divide the money and get 2 positions with 1 in another discipline. Heidi stated the need for a new pedagogist.

Discussion on graduate assistants came up again. Three graduate assistants are funded by Graduate Studies with the others being funded by money saved from faculty positions. Each year a new request is required for each graduate assistant. If you want to request a new graduate assistant, put a request and rationale together and get to Gary Rushing. Soonhwan will request a new graduate assistant for the sport management area. Athletic Training may need another graduate assistant also. Subject of graduate assistants teaching activity classes also was discussed. Currently dual appointment coaches are teaching a good portion of our activity classes but there is no guarantee we would get those dollars in our department if we had graduate assistants teach activity classes rather than the coaches.

3. **Equipment Requests:** Reminder to get your equipment requests to Gary Rushing prior to September 18th. Include all information—product, vendor, cost, etc.

4. **Sunshine Fund:** See Jill to contribute to this fund. We are asking each faculty to contribute $10.00. Those who have contributed: Chad, Pat S., Theresa, Heidi, Sherry, Kent, and Soonhwan.
5. **Student Representative:** Bruce Pietz is working on selecting a student. Possible representative recommendations were Matt Kiehl, Nikki Price, Michael Steiner.

6. **Who’s Who Nominations:** If there is an undergraduate or graduate student that you would like to nominate for Who’s Who, please e-mail Gary Rushing with the student’s name and address as soon as possible.

7. **Facilitator:** Gary has tried contacted Lynn Oliver and left messages but Lynn hasn’t gotten back to him yet.

8. **Faculty Research Grants:** Will be discussed at next department meeting.

9. **Disabled Students:** Sherry Folsom-Meek raised the question as to whether students can be asked to drop classes because of disabilities. Discussion followed with consensus that Disability Services should be the one to decide this. We could possibly offer a workshop to faculty on how to deal with this issue sometime during the year.

10. **Department Goals:** Gary Rushing distributed the goals and action steps for the Human Performance Department for 2005-2006 and also the College of Allied Health and Nursing Goals and Objectives for 2006-2007. Please look them over and we discuss changes at our next meeting. Our goals and objectives should be coordinated with the college goals.

11. **PDPs:** The PDP’s for Chad Grabau, Soohnwan Lee, Heidi Henschel Pellett, and Patrick Akuffo are in Gary’s office. Please stop in, look them over, and make comments to Gary Rushing this week. Discussion followed on how faculty should assess the PDPs with statement made that PDP is an assessment document and the PDR is a progress report. Comments on PDPs should be specific to the 5 criteria listed.

12. **HP 405 Instructor:** We do not yet have an instructor for this course. Patrick Akuffo will help with the class on Fridays. Gary is meeting with a potential adjunct faculty person who may be able to teach it. Some of the members of the department felt that a 400-level course not covered by one of our own faculty raises questions but no one on staff wishes to teach it due to burn-out, not qualified, etc.

13. **Spring Schedule:** Spring Semester changes are due to the Registrar’s office by Friday, September 1st. If you know of any changes that need to be made let Gary Rushing know soon.

**NEXT MEETING:** Tuesday, September 5th, 3:00 PM in MF 129.
Athletic Training Education Program Assessment by Semester

**Junior - Semester II**

- **Activity:** Family/Program Director
- **Instructor:** AIC
- **Yes, Formative:**
  - HP 342, 446 Clinical
  - HP 342, 446 Clinical
  - HP 442 Clinical
  - HP 442 Clinical

**Senior - Semesters I & II**

- **Activity:** Examinations
  - Exam Master (3) Interim and (2) Comprehensive (70%)
  - Semester, Clinical and Program Evaluation
  - Examinations
  - Assessment
  - Program Evaluation
  - Revised and Modified (all)

- **Instructor:** AIC
- **Yes, Formative:**
  - HP 484 Clinical
  - HP 484 Clinical
  - HP 484 Clinical
  - HP 484 Clinical

- **Activity:** Instructor
- **Yes, Formative:**
  - HP 474 Clinical
  - HP 474 Clinical
  - HP 474 Clinical

- **Activity:** Instructor
- **Yes, Formative:**
  - HP 474 Clinical
  - HP 474 Clinical
  - HP 474 Clinical

- **Activity:** Instructor
- **Yes, Formative:**
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- **Activity:** Instructor
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- **Activity:** Instructor
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- **Activity:** Instructor
- **Yes, Formative:**
  - HP 474 Clinical
  - HP 474 Clinical
  - HP 474 Clinical

- **Activity:** Instructor
- **Yes, Formative:**
  - HP 474 Clinical
  - HP 474 Clinical
  - HP 474 Clinical
Assure learning and improve over time. This helps to discuss with each student. This provides invaluable feedback to the student, thus allowing him/her to improve as necessary. This helps to develop skills and knowledge of the student's performance in the clinical setting. In addition, he maintains the majority of the assessments are formal. The development of each program is a step toward ensuring what clinical education is reflected in the student's self-evaluation. Therefore, program directors, clinical instructors, and supervisors, therefore, are relative to the educational competencies in athletic training. The evaluations are reflected by the program director and the educational program. The instruments are used to assess student outcomes relative to the required course, and to the program objectives.

This table represents a summary of the student's assessment procedures, by semester, for the junior and senior years in the athletic training.

<table>
<thead>
<tr>
<th>Course</th>
<th>Program Director</th>
<th>Faculty</th>
<th>Instructor</th>
<th>ACG</th>
<th>Instructor</th>
<th>ACG</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 482-Engle</td>
<td>HP 490-Clinical</td>
<td>HP 490-Clinical</td>
<td>HP 490-Clinical</td>
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<tr>
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<td>Yes, Summative</td>
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</tbody>
</table>

ACI Approved Clinical Instructor
Minnesota State University  
Assessment of Student Learning  
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2005-06  
College or Support Area: CAHN  
Dept. of Human Performance  
Department or Program: Athletic Training Major

Check here if your assessment report covers all undergraduate degree programs: [ ]  
Check here if your assessment report covers all graduate degree programs: [ ]

1. What student learning outcomes were assessed this year, and why?
In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

Mission of the Minnesota State Athletic Training Education Program

It is the mission of this Athletic Training Education Program at Minnesota State University, to provide dedicated, effective undergraduate teaching, scholarship, and research in service to our students and to the athletic and physically active populations of the university, the state, the region, and the global community. (11-02-04)

Program Goals:
1. To facilitate student knowledge, and clinical skill development as the foundation for sound practice and leadership in the profession of Athletic Training.
2. To assist the students in developing proficiency, cognitive and psychomotor, in all content areas of the practice of Athletic Training:
   - Risk Management and Injury Prevention
   - Pathology of Injuries and Illnesses
   - Assessment and Evaluation
   - Acute Care of Injury and Illness
   - Pharmacology
   - Therapeutic Modalities
   - Therapeutic Exercise
   - General Medical Conditions and Disabilities
   - Nutritional Aspects of Injury and Illness
   - Psychosocial Intervention and Referral
   - Health Care Administration
   - Professional Development and Responsibilities
3. To respect and treat the patient as an individual, without regard to race, color, sexual preference, socioeconomic status, political or religious affiliation, or athletic ability.
4. To understand the profession of Athletic Training, the athletic trainer's role in the health care arena, and the professional and ethical responsibilities associated with the athletic trainer as a health care professional.
6. To recognize the need for the support of clinical practice through ongoing education, research and service.
7. To acknowledge and act to support university values of teaching and learning as a first priority providing quality service to students, to the university, and to the community.

2. **How were they assessed?**
   In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

   All graduating students from the Athletic Training Major will complete an exit survey relative to their educational and practical (clinical) experiences within the major. Students will evaluate all of these areas using a likert scale (1-5) in response to questions directly related to the program's stated goals (above).

   All Junior and Senior Level Athletic Training Major students were assessed by instructors and ACI's by practical examinations for all clinical proficiencies. The Juniors are evaluated on all individual tasks during their respective courses, while the Seniors are re-evaluated on all clinical proficiencies in terms of proficient Vs not proficient related to an entire skill set. For example, as a junior they are assessed on all individual skills necessary to perform a knee injury evaluation (part), then during their senior year they are assessed on their ability to perform a knee injury evaluation (whole). In other words they are assessed on their mastery of the sum total of the knowledge and skill necessary to assess a knee injury. If they are not proficient in an area they will not complete the respective course, thus will receive an IP and complete the course and all skills or they must re-take the course and the required clinical experience.

   **A) What methods were used?**
   Written examinations, oral-practical examinations, experiential assessments (with defined rubrics), online assessments, senior exit survey.

   **B) Who was assessed?**
   All students within the athletic training major (junior and senior students)

   **C) When was it assessed?**
   Ongoing, students are assessed and re-assessed as requirements of the specific courses (all assessments are used for grade), programmatic assessments, exit surveys. Alumni survey is available and online, however the number of subjects is too low to make any valid assessments.

3. **What was learned?**
   In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.
   These are the 2004-05 survey results, the 2005-06 results are currently being complied.
**Question**

1. My overall academic grade point average (GPA) is: 3.875
2. My personal level of commitment to athletic training is: 3.875
3. My plans following graduation include: 3.875

**Part II**

1. Quality of your knowledge of preventative skills. 3.9375
2. Quality of your skills & abilities in area of preventative care. 3.9375
3. Quality of your knowledge of first aid & emergency care. 4.1875
4. Quality of your knowledge & skills of injury recognition & evaluation. 3.75
5. Quality of your knowledge & skills of injury treatment techniques. 3.875
6. Quality of your knowledge & skills of injury rehab/reconditioning. 3.4375
7. Quality of your knowledge & skills in organization & administration. 3.375
8. Quality of your knowledge of prof. development & responsibilities. 3.5625
9. Quality of your knowledge of research and education. 3
10. Evaluate: Healthful & the Environment 3.1875
11. Evaluate: Introduction to Psychology I 3.5
12. Evaluate: Our Natural World 3.4
13. Evaluate: Advanced First Aid and CPR 4.125
14. Evaluate: Human Anatomy 4.4375
15. Evaluate Human Physiology 3.3125
16. Evaluate: Chemistry of Life Processes (or higher) 3.1875
17. Evaluate: Introduction to Athletic Training 3.9375
18. Evaluate: Athletic Training Techniques 4.0625
19. Evaluate: Evaluation Techniques I 4.1875
20. Evaluate: Evaluation Techniques Clinical 4.0625
22. Evaluate: Evaluation Techniques II Clinical 4.125
23. Evaluate: Kinesiology: Structural & Biomechanical 3.9375
24. Evaluate: Physiology of Exercise 3.875
25. Evaluate: Nutrition for Sport and Exercise 3.8125
27. Evaluate: Therapeutic Modalities 3.9375
28. Evaluate: Rehabilitation Techniques 3.875
30. Evaluate: Interpersonal Helping Skills 2.9375
31. Evaluate: Senior Seminar 3.1875
32. Evaluate: Clinical Techniques in Athletic Training I 3.8125
33. Evaluate: Clinical Techniques in Athletic Training II 3.6875
34. Advising received during athletic training education. 3.375
35. Program prepared me to become an entry-level AT. 3.9375
36. Program facilitates knowledge, skills, and attitude development. 3.875
37. Program helped develop proficiency in cognitive & psychomotor skills. 3.875
38. Program helped develop affective competencies. 3.6875
39. Program helped me respect & treat patient as an individual. 4.125
40. Program helped understand and appreciate AT's role. 4.125
41. Program helped understand & appreciate AT. 4
42. Program helped me recognize need for support of clinical practice. 3.6875
43. Program helped to acknowledge teaching and learning. 3.8125
44. University helped prepare me for career through Gen. Ed. require. 3.75
4.77

4. What will the department or program do as a result of that information?
In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed.

The athletic training major is in the process of adjusting two courses HP 442 and HP 444 by adding a two hour laboratory session and 1 additional credit to each course so required content may be more adequately covered. The ATEP is also adding a research link to the program website and enhancing the research content within HP 480.

5. What did the department or program do in response to the feedback from last year's assessment report?
In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

See above, ongoing process.

6. Questions or suggestions concerning Assessment of Student Learning at Minnesota State University, Mankato:
Can this assessment process be more streamlined for programs who must document assessment in specific formats for accrediting bodies. This process is currently redundant. In addition, assessment outcomes are not completed until the end of the academic year therefore asking for this report at this time (April) is inadequate due to lack of full data and the time to analyze the data.
ATHLETIC TRAINING

Athletic Training
College of Allied Health & Nursing
Department of Human Performance
Chair: Garold Rushing
1400 Highland Center • 507-398-6313
Program Director: Patrick Sexton
Theresa Mackey, Kent Kalm

The Athletic Training Major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and prepares students for careers in the Allied Health Care Profession of Athletic Training. The Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in health care for the physically active and athletic populations. In cooperation with physicians and other allied health professionals, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, hospitals, professional sports programs, and corporate and industrial settings.

The broad based major does not require a minor for completion of degree requirements, however students are strongly encouraged to work toward an additional major/minor in a related field. In addition, course requirements include supervised clinical experiences at Minnesota State Mankato and in approved clinical settings within the community, that are evenly distributed over a minimum two-year period.

Admission to Program
Application for admission to the Athletic Training Major at the junior-level is a selective process. Not all students who apply will be accepted. Due to accreditation standards the total number of students accepted into the program at the junior-level will be limited. The selection process is competitive and is based on the student's:
1) cumulative GPA and prerequisite GPA
2) completion of the general education prerequisites (as listed below)
3) completion of the required major courses (as listed below)
4) accumulation of up to 100 hours of pre-athletic training level observation in the Minnesota State Mankato athletic training room, and observation and evaluation of performance during those observation hours,
5) letters of recommendation and a formal interview, and
6) compliance with established technical standards for physical, cognitive, and attitudinal abilities that an entry-level athletic trainer must possess.
(See the athletic training program director for specific details)

A minimum cumulative GPA of 2.75, on a 4.00 scale, is required as an admission standard. An application packet may be obtained from the program director during spring semester and must be completed and returned by May 1st.
Transfer students must meet all application requirements prior to application. The following prerequisite courses (HLTH 210, HP 140, 341, 348) must be undertaken on campus, remaining prerequisite courses may or may not fulfill educational competencies of the program and must be approved by the program director as acceptable transfer courses prior to application to the program. The student must take the Minnesota First Responder qualified section of HLTH 210 as a program requirement. In addition, a student possessing current First Aid and CPR certification, with AED training, may waive HLTH 210 as an application requirement but must still take HLTH 210 during his/her first semester following admission to the program.

Courses required for program application: HLTH 101, HLTH 210, PSYC 101, BIOL 220, BIOL 230, HP 140, HP 341, and HP 348.

POLICIES/INFORMATION

GPA Policy. Once accepted into the Athletic Training Major, a minimum cumulative GPA of 2.75 must be maintained. Student must also maintain a minimum GPA of 3.0 in all designated major courses. A required major course in which a student receives a grade of D or below must be retaken and improved to a C or better.

P/N Grading Policy. All required general education and major courses must be taken for grade.

Clinical Experiences. All clinical requirements (HP 346, 347, 483, 485) must be completed as scheduled, with the student demonstrating proficiency on clinical skills as evaluated by an approved clinical instructor. The student will be assigned clinical skills both on- and off-campus, thus transportation to off-campus clinicals will be required of the student. Finally, a fee will be assessed for HP 346 and 484 for student liability insurance for each academic year.

Complete policies are consistent with University policies and may be found in the Athletic Training Student Handbook, on the athletic training web site, or from the program director. Please visit www.mnsu.edu/athletictraining on a regular basis for announcements and posting.

ATHLETIC TRAINING BATR

Required General Education (7 credits):
HLTH 101 Health and the Environment (3)
PSYC 101 Psychology (4)

Required Major Courses (16 credits):
HLTH 210 First Aid and CPR (3)

2006-2007 Undergraduate Bulletin
Proposed Program (Athletic Training BATR):

Required for Major

Required General Education (7 credits)

- HLTH 101 – Health and the Environment** (3)
- PSYC 101 – Psychology** (4)

Required Major Course (16 credits)

- HLTH 210 – First Aid and CPR (Minnesota First Responder section)** (3)
- BIOL 220 – Human Anatomy** (4)
- BIOL 230 – Human Physiology** (4)
- CHEM 111 – Chemistry of Life Processes (or higher)** (5)

Required for Major (45 credits)

- HP 140 – Introduction to Athletic Training** (2)
- HP 341 – Athletic Training Techniques** (3)
- HP 342 – Evaluation Techniques I: Lower Body Assessment (3)
- HP 346 – Evaluation Techniques I Clinical (2)
- HP 343 – Evaluation Techniques II: Upper Body Assessment (3)
- HP 347 – Evaluation Techniques II Clinical (2)
- HP 348 – Structural Kinesiology/Biomechanics** (3)
- HP 414 – Physiology of Exercise (3)
- HP 439 – Nutrition for Physical Activity and Sport (3)
- HP 440 – Medical Aspects of Athletic Training (3)
- HP 442 – Therapeutic Modalities in Athletic Training (3 credits)
- HP 444 – Rehabilitation Techniques (3 credits)
- HP 456 – Athletic Testing and Conditioning (2)
- CSP 471 – Interpersonal Helping Skills (3)
- HP 480 – Senior Seminar (3)
- HP 484 – Clinical Techniques in Athletic Training I (2)
- HP 485 – Clinical Techniques in Athletic Training II (2)

Total Credits 68 total credits

**Indicates required prerequisite courses for program application.
CAHN Curriculum Minutes
Sept 14, 2006

Present: Lisa Fleck; Ron Nickerson; Bonnie Lund; Norma Krumwiede; Bruce Pietz and Marge Murray-Davis

Election:
Chair: Ron Nickerson
Note-Taker: Marge Murray-Davis

Discussion: Proposed Timeline for DNP. CAHN formal review by mid-Oct.

Motion: Approval of (Athletic Training) Human Performance Program proposal including two HP course proposals.
  Program Proposal (Athletic Training) Change in total credits from 66 to 68. Rationale: Accreditation (CAATE) total hours required.
  Course proposal: HP 422 from 2 credits to 3 credits
  Course Proposal: HP 444 from 2 credits to 3 credits
Motion: First by Norma. Seconded by Marge. Passed unanimously. Corrections to be made were made and were deferred to Ron for follow-up.
  o Rationale: check work limit (30-40 words) and include clearly accreditation reasons.
  o Attach current assessment plan.
  o Include on course proposal form: 66 credits.
  o MNSCU form: credit hour change.
  o Include student outcomes in program proposal.

Next Meeting:
We will meet on September 28th at 2 PM in MH 215
December 22, 2006

Neala J. Schleuning, Ph.D.
Director of Academic Programs
Research and Planning Leadership
500 Wells Fargo Place
30 East Seventh Street
St. Paul, MN 55101

Dear Dr. Schleuning:

Attached please find:

1) Proposal for a change in TOTAL program credits for the Athletic Training program from 66 to 68. Specifically two existing courses (HP 442: Therapeutic Modalities in Athletic Training and HP 444: Rehabilitation Techniques) will change from 2 credit courses to 3 credit courses. Due to the difficult nature of the content of the courses and the need to expand the credit requirement for program accreditation, both courses propose to each add a laboratory (CIP number is 51.0913).

2) Proposal for a change in Department Name and Designator from Educational Studies: Special Populations (ESSP) to Special Education (SPED) because it “better reflects the focus of the undergraduate and graduate programs.” (I believe the CIP number is 13.10060.)

As this is my first curriculum submission, please contact me (507) 389-1333 or brenda.flannery@mnstate.edu if you have any questions or suggestions. I have included my business card with my contact information.

Sincerely,

Brenda L. Flannery, Ph.D.
Assistant Vice President for Undergraduate Studies and International Education