

UNIVERSITY OF HAWAII
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: January 21, 2015	Effective term of request (Semester-Year): Fall 2014
Name: Stuart Lau	Title: Registrar
Campus: Manoa	Office/Department: Office of the Registrar
Phone: 956-5322	Email: stuartl@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE	Banner forms: SMAPRLE, SOACURR, STVMAJR
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Institution: UH Manoa (MAN) <input checked="" type="checkbox"/>	College: 50, <i>Graduate Division</i>	Department: KRS, <i>Kinesiology & Rehab Science</i>
<input checked="" type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:		
Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:		
Degree: Master of Science, <i>MS</i>		Certificate:
If requesting an existing Major code and/or Concentration code in Banner:		
Existing Major:	Existing Concentration:	
Code	Code	Description
If requesting a new <input checked="" type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:		
New Code [4 char/space limit]: ATEP		Description [30 char/space limit]: Athletic Training
If a similar major/concentration code exists in Banner, please list the code:		
Is this major/concentration code being used the same way at other UH campuses?		
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>		
Is this program/major/certificate financial aid eligible? <input checked="" type="checkbox"/> Yes <i>*</i> <input type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>		
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>		

per phone

** Financial aid eligible if courses follow standard day school enrollment dates. Miller*

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Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? Yes No

Should the old program code be available for use in Banner? Yes No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. CERTIFICATES ONLY:

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE		Banner forms: STVCAMP, STVCOLL, STVDIVS, STVDEPT
Campus code [3 char]:	Campus description [30 char/space limit]:	
College code [2 char]:	College description [30 char/space limit]:	
Division code [4 char/space limit]:	Division description [30 char/space limit]:	
Department code [4 char/space limit]:	Department description [30 char/space limit]:	

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4. NEW COURSE SUBJECT CODE (Subject Alpha)		Banner form: STVSUBJ
College: <u>YLES WP</u>	Department: <u>YLES WP</u>	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

5. NEW MINOR (Minor codes are listed on the Major code table)		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

Request is to add new major (based on existing specialization within major KRS). For the ATEP major, two specializations shall be offered: 1) Entry-Level Graduate Athletic Training Education Program (EL-GATEP) to be designated as "Professional" and 2) Post-Professional Athletic Training Education Program (PP-ATEP) to be designated as "Post-Professional". Two Banner program codes (one for each specialization) are being requested. SFACPLR rules (150% Loan Legislation Reporting): Program Length - 2 years, Special Program Indicator - N.

SUPPORTING DOCUMENTATION
<p>Please see the Code Request Guide for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR <input type="checkbox"/> Memo from UH President <input type="checkbox"/> Memo from Chancellor <input type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates) <input type="checkbox"/> Gainful Employment Program notification to the US Department of Education <input type="checkbox"/> Other: _____

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CAMPUS VERIFICATION		
Requestor Signature <u></u>	Date <u>January 21, 2015</u>	
Registrar (If different from Requestor)		
_____ Print name	_____ Signature	_____ Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
<u>Jodie Kuba</u> Print name	<u></u> Signature	<u>1/22/2015</u> Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
_____ Print name	_____ Signature	_____ Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)
 1633 Bachman Place Email: iro-mail@lists.hawaii.edu
 Sinclair Annex 2, Room 4 Fax: 808-956-9870
 Honolulu, HI 96822 Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received: <u>1/26/2015</u>
Program code [12]: <u>ATEP-MG</u>	Program Description [30]: <u>Athletic Training-MG</u>
CIP code [6]: <u>510913</u>	CIP description [30]: <u>Athletic Training</u>



UNIVERSITY
of HAWAII
MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

15 JAN -5 A8:49

December 5, 2014

MEMORANDUM

TO: Randolph G. Moore, Chair
Board of Regents

VIA: David Lassner
President

VIA: Robert Bley-Vroman
Interim Chancellor

FROM: Reed Dasenbrock
Vice Chancellor for Academic Affairs

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

14 DEC 10 P2:55

RECEIVED

SUBJECT: REQUEST APPROVAL OF A MASTER OF SCIENCE DEGREE IN
ATHLETIC TRAINING, UNIVERSITY OF HAWAII' I AT MĀNOA

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve a Master of Science degree in Athletic Training in the College of Education at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Effective upon Board approval.

ADDITIONAL COSTS:

None. The program currently exists as a specialization within the Master of Science in Kinesiology and Rehabilitation Science program in the College of Education at the University of Hawai'i at Mānoa. The creation of the degree is essentially a renaming of the Athletic Training specialization.

BACKGROUND INFORMATION:

Board of Regents policy 5-1 a (1) states that "The Board shall approve the establishment of all new instructional programs granting academic credit leading to a degree or credential."

Significance/Contribution of this degree:

The program is designed to prepare students to become eligible for the National Board of Certification (BOC) examination for athletic trainers. Graduates of the program provide athletic training services in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other healthcare environments. The BOC mandates that students who desire to become certified athletic trainers must graduate from Commission on Accreditation of Athletic Training Education (CAATE) accredited programs. In 1997, the Hawai'i Department of Education mandated that all public high schools have at least one BOC Certified Athletic Trainer to prevent

and better manage athletic incidences, and to provide injury prevention and management for Hawai'i student athletes. UH Mānoa offers the only CAATE-accredited program in the state qualified to train students to become BOC certified athletic trainers.

Cost and resource allocation/reallocation implications:

No additional costs or resource reallocations are required. The proposed degree is a retitling of the existing athletic training specialization currently housed within the Master of Science in Kinesiology and Rehabilitation Science program.

Demand projections: There are 31 students enrolled in the program. It is anticipated that enrollment will increase from 31 to about 46 students, owing in part to the attractiveness of the new degree title.

Accreditation impact: The UH Mānoa Master of Science in Kinesiology and Rehabilitation Science with a specialization in Athletic Training has been accredited by CAATE since 2005. CAATE recently revised its standards to require that accredited programs lead to a degree titled "athletic training." As the title of the UH Mānoa degree does not meet the new standards, CAATE gave us a deadline of January 2015 to rename the program. Approval of this degree will bring the UH Mānoa program into compliance with CAATE standards.

Examples (2-3) of similar models from peer institutions:

- University of North Carolina at Greensboro – Master of Science in Athletic Training
- Montana State University at Billings – Master of Science in Athletic Training
- University of Idaho – Master of Science in Athletic Training

Similar programs at other UH campuses: None.

Statement from campus administration of new program's strategic value within the UH priorities:

The UH Mānoa program in athletic training serves the state by training students to serve as certified athletic trainers in public and private schools, and in our community. As the only accredited program in the Hawaii, the degree in Athletic Training will support our mission to educate a highly skilled, flexible, and world-class labor force.

Impact of new program/program change request on campus budget allocations and mission priority:

Approval of the degree will have a cost neutral impact on the campus budget, as the program currently exists (as a specialization). The projected increase in enrollment is easily accommodated with existing resources.

ACTION RECOMMENDED:

It is recommended that the Board of Regents approve the Master of Science in Athletic Training in the College of Education at the University of Hawai'i at Mānoa.

Attachment(s)

- c: Joanne Itano, Interim Executive Vice President for Academic Affairs (no attachment)
Cynthia Quinn, Executive Administrator and Secretary, Board of Regents

Proposal for New* Academic Program

Master of Science in Athletic Training

University of Hawai'i, Mānoa
College of Education
Department of Kinesiology and Rehabilitation Science

Proposal of New* Academic Program Master of Science in Athletic Training

*This application is to add a Master of Science degree specifically in Athletic Training *to fulfill a national accreditation standard* set forth by the Commission on Accreditation of Athletic Training Education (CAATE) in order *to maintain our accreditation status of the existing graduate programs*. The current Master of Science in Kinesiology and Rehabilitation Science degree already includes two Athletic Training specializations, but a relatively new accreditation requirement necessitates creation of a separate degree in Athletic Training.

Executive Summary

The programs *currently exist* as the Entry-Level Graduate Athletic Training Education Program (EL-GATEP), for individuals seeking to become eligible for initial certification as an Athletic Trainer and the Post-Professional Graduate Athletic Training Education Program (PP-ATEP), for individuals who are already certified and are interested in an advanced, research-based degree. Both EL-GATEP and PP-ATEP are *nationally accredited* by the Commission on Accreditation of Athletic Training Education (CAATE) since 2005 and 2007, respectively. Currently, the degree offered by each program is a Master of Science in Kinesiology and Rehabilitation Science, with specializations in Entry Level Athletic Training or Post Professional Athletic Training.

Recently, the CAATE has decreed that by Academic Year 2014-2015 individuals entering the athletic training profession (i.e. Entry-Level Athletic Training Education Program) must have "a degree in Athletic Training", which is defined as a degree with the primary disciplinary designation of Athletic Training. According to the National Athletic Trainers' Association (NATA), moving towards defining a degree in Athletic Training is a necessary step in the ongoing maturation of Athletic Training education as well as the Athletic Training profession. The addition of this new accreditation standard set forth by the CAATE requires our EL-GATEP to change the degree name to Master of Science in Athletic Training, because CAATE will no longer accept degrees in related fields with a "major" or "specialization" in Athletic Training designation. We foresee the same additional standard requirement by CAATE for the PP-ATEP in the near future based on a NATA recommendation. The proposed *addition of a Master of Science in Athletic Training* consolidates the two programs into one graduate degree with two specializations, Entry-Level and Post-Professional (Advanced) within the Department of Kinesiology and Rehabilitation Science. The ability to meet the new accreditation standard of changing to a Master of Science in Athletic Training degree will require no additional resources and changes from those currently committed to these programs. Future changes to the program will be dictated by changes in accreditation standards by CAATE over time.

Table 1. Department of Kinesiology and Rehabilitation Science (KRS): Master of Science Degree

Program	Current		Proposed	
	Degree	Specialization	Degree	Specialization
Adapted Physical Activity	MS in KRS	Adapted Physical Activity	MS in KRS	No Change
Physical Activity		Physical Activity		No Change
Rehabilitation Counseling		Rehabilitation Counseling		No Change
Athletic Training: EL-GATEP		Entry-Level Athletic Training	MS in Athletic Training	Entry-Level
Athletic Training: PP-ATEP		Post-Professional Athletic Training		Post-Professional

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1. What are the objectives of the Program?

(Objectives should be stated in terms of meeting student, community or State needs, and should devote considerable attention to student learning objectives.)

PROGRAM GOALS AND OBJECTIVES

**Note:* The following programs already exist in the Department of Kinesiology and Rehabilitation Science, College of Education. Please also see COE KRS website (<https://coe.hawaii.edu/academics/kinesiology-rehabilitation-science/ms-programs>) and in the current catalog (<http://www.catalog.hawaii.edu/schoolscolleges/education/kls.htm>) for descriptions of both programs.

Entry-Level Graduate Athletic Training Education Program:

Overview

The EL-GATEP has been accredited by the CAATE since 2005 and is scheduled for reaccreditation in 2020. It is designed to prepare students to become eligible for the national board of certification (BOC) examination for athletic trainers. Students graduating from this specialization are expected to provide entry-level athletic training services for secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other healthcare environments. Athletic training services include prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions, functional limitations, and disabilities. Coursework and clinical experiences amount to 47 credits over a period of two years including summer sessions. Students are accepted in alternate years and progress through the two-year program in cohorts (10-15 students). In addition to existing faculty, the EL-GATEP utilizes experienced practitioners with academic expertise to supervise clinical experiences in local high schools, colleges/universities, hospitals, physical therapy clinics, and the health care sector in Hawai'i.

The BOC mandates that students who desire to become certified athletic trainers must graduate from CAATE accredited Entry Level Athletic Training Programs. The EL-GATEP at UHM has been the only program of this type in the State of Hawai'i and the only way Hawai'i residents can become BOC certified athletic trainers without going to the mainland. Since 2008, program recruitment and admission efforts have led to a 43% increase in enrollment and admission to the program is becoming progressively more competitive. For the current cohort, we received 107 applications and admitted 14 students.

**Currently, among all 25 CAATE accredited Entry-Level Graduate Athletic Training Education Programs, the EL-GATEP at UHM is the only one that has not completed the accreditation requirement of a "stand alone" degree in Athletic Training.*

Program Description

**Note:* The following description is taken directly from the self-study approved by CAATE.

One of the attributes of the EL-GATEP is the early course work in prevention, acute care, and health care administration with the application of this knowledge and skills in the clinical environment beginning in the first semester of the curriculum. Students master basic professional skills in a series of three assessment classes that integrate acute care, evaluation, diagnosis, and treatment, with specific courses on therapeutic modalities and exercise. The core academic courses are supplemented with four Clinical Practicum classes that provide opportunity for practice and evaluation of knowledge and skills in a controlled laboratory environment. The four Clinical Experience courses provide structure to the integration of the didactic and clinical education plans in the real-life clinical setting. The unique combination of innovative courses, hands-on labs, and extensive clinical experiences will prepare students like no other athletic training program to enter the world of health care. This program will prepare students for entry-level work in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings and other healthcare environments.

Mission Statement

**Note: The following description is taken directly from the self-study approved by CAATE.*

The mission of the UH EL-GATEP is to prepare graduate students to become BOC certified athletic trainers and scholarly practitioners in the athletic training profession. The Program goals are centered on excellence that will produce well-rounded and competent entry-level athletic trainers. A primary part of this mission is to provide the State of Hawai'i with highly qualified BOC Certified Athletic Trainers for positions in the local community.

Goals and Objectives

**Note: The following description is taken directly from the self-study approved by CAATE.*

1. To prepare students for successful completion of the BOC Examination
 - Provide comprehensive instruction of the NATA educational competencies.
 - Provide a comprehensive clinical education program for practical application of NATA clinical proficiencies.
2. Through an integrated didactic and clinical education program, promote critical thinking and communication skills necessary for and allied health care provider.
 - Provide the foundation of concepts in athletic training content areas through formal course instruction.
 - Promote critical thinking and communication skills allowing for application of knowledge in the practical clinical setting.
 - Facilitate clinical problem solving through problem-based activities in the clinical education plan
3. To prepare students to function socially and vocationally in society
 - Through the clinical education program, integrated with off campus clinical sites, the student will develop skills for communication and tolerance for a diverse population.
 - Through a strong didactic and clinical education, the students will be able to perform as a competent entry level certified athletic trainer.
4. To promote the professional growth and development of each student and an ability to contribute in a positive manner to the profession of athletic training.
 - Through membership in national, regional, and state professional organizations
 - Through attendance at professional meetings
 - Through introduction to professional research methods
5. To develop self-worth, a value for human life, and respect the rights, welfare, and dignity of each person they work with as a patient, student, or co-worker.
 - Through service learning and community engagement
 - Through instruction of the NATA Code of Ethics
 - Through application of the NATA Code of Ethics in a diverse and comprehensive clinical education program

Post-Professional Athletic Training Education Program:

Overview

The PP-ATEP has been accredited by CAATE since 2007 and is current until 2017. It is designed to prepare currently BOC certified athletic trainers (or certification eligible) for advanced supervisory, didactic, clinical practice and research, and to become scholars and leaders in the athletic training profession. Students graduating from this specialization are expected to demonstrate advanced knowledge and the capability of conducting research in the area of exercise physiology, biomechanics, human anatomy, and athletic training, which provide students with great advantages in the job market or in research and future educational experiences (i.e. physician assistants, physical therapist, administrators, etc.). All students in this specialization are fully supported by Graduate Assistantships, most of which are funded externally (i.e., local private high schools, clinics, and/or hospitals). These Graduate Assistantships provide students (15-18 students) with independent clinical experiences to advance their research and clinical/didactic experiences. The degree is comprised of 48 credits of coursework and clinical experiences that include a Plan A thesis, over a period of two years.

The admission to the PP-ATEP has been very competitive since its accreditation in 2007, since all of the students in the program are fully supported through Graduate Assistantships. Currently, there are 18 students enrolled in this non-cohort program (13 students are supported externally and five students are supported internally in the KRS department). Annually, more than 70 applications compete for 6-10 graduate assistantship positions.

Mission Statement

**Note: The following description is taken directly from the self-study approved by CAATE.*

The vision and mission of the University of Hawai'i, Mānoa Post-Professional, Athletic Training Education Program (PP-ATEP) is to:

- Produce leaders, educators, and scholars in the profession.
- Substantiate and expand the scientific foundations of athletic training through education and research.
- Provide and expand diverse educational and clinical practices.
- Stimulate the desire for lifelong professional development to provide "cutting edge" service to the profession, the state, the nation, and the Pacific Rim.

Goals and Objectives

**Note: The following description is taken directly from the self-study approved by CAATE.*

The PP-ATEP offers its students a dynamic educational experience focusing on research and rigorous academic preparation in anatomy, exercise physiology, and athletic training domains, specifically evaluation and rehabilitation. Program faculty is highly qualified in these areas of focus. The following points of distinctiveness have been developed for the program:

- I. Provide students with in-depth didactic and practical educational experiences in exercise physiology.

Students will:

1. Demonstrate advanced understanding of exercise physiology concepts and principles
 - Appropriately complete course assignments in graduate level exercise physiology courses
2. Demonstrate the ability to design and implement sound research projects in exercise physiology
 - Complete review of literature for thesis or in-class research project topics
 - Develop thesis or in-class research project topics
 - Select and design appropriate research methodology for thesis or in-class projects
 - Select and complete data analysis appropriate for thesis or in-class projects

3. Demonstrate the ability to utilize equipment and technologies associated with exercise physiology in fitness assessment and data collection
 - Develop competency in exercise physiology techniques and in operation of exercise physiology laboratory equipment such as the metabolic cart, body composition assessment equipment, lactate analyzer, residual volume analyzer, Biodex Multi-Joint System 3 Dynamometer, Chatalon and Microfet handheld dynamometers, Duel Photron Absortiometry (DEXA), Isokinetic Upper Extremity ergometer, Bioelectrical impedance, EMG, heart rate variability, etc.
 - Appropriately complete course assignments in graduate level exercise physiology courses
 4. Demonstrate the ability to critically evaluate published research in exercise physiology related Athletic Training research.
 - Actively participate in critical evaluation of research in bi-weekly journal club meetings and classmates' thesis proposals and defenses.
 - Complete condensed article reviews as part of course requirements
- II. Provide students with an in-depth educational experience in human anatomy.
- Students will:
1. Demonstrate advanced understanding of human anatomy content and principles
 - Complete course assignments in graduate level anatomy courses (ANAT 603 & 604)
 2. Demonstrate advanced understanding of anatomical structures in human cadaver
 - Complete gross anatomy laboratory dissections in ANAT 603 & 604
 3. Demonstrate the ability to apply principles of human anatomy to orthopedic evaluation and rehabilitation
 - Complete course assignments in athletic training core courses and maintain the UHM Graduate Division required cumulative 3.0 grade point average
 - Demonstrate the ability to apply and assimilate involved anatomical structures to clinical athletic training principles in rehabilitation and evaluation
- III. Prepare students to pursue continuous education and career opportunities in academia in Athletic Training and allied health.
- Students will:
1. Develop competency as instructors in university courses
 - Increase depth and breadth of knowledge in Athletic Training and Kinesiology through required coursework
 - Serve as instructors for undergraduate university courses
 - Develop personal teaching techniques and philosophies
 - Develop skills in oral presentation
 - Utilize a variety of teaching methods in delivery of course content via mentorship of 2nd year PP-ATEP students
 - Utilize technology in the dissemination of course content
 2. Demonstrate the ability to utilize equipment and technologies in the completion of research in exercise physiology, athletic training, and biomechanics.
 - Demonstrate proficiency in operating metabolic analysis equipment
 - Demonstrate proficiency in conducting hydrostatic weighing assessment of body composition
 - Demonstrate proficiency in operating isokinetic equipment
 - Demonstrate proficiency in utilizing biomechanical analysis software

- Demonstrate proficiency in operating optical motion capture equipment
3. Develop advanced understanding of issues related to athletic training curriculum development, implementation and administration
- Participate in duties related to curriculum administration under the direction of the program director and associate program director
 - Participate in clinical education of entry-level athletic training students as approved clinical instructors (ACI)
 - Participate in the creation and development of curriculum related materials for recruitment, evaluation, and curriculum administration

2. Are the program objectives appropriate functions of the college and University?
(Relationship to University and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc. In the case of graduate programs attention must be directed to Board criteria, Section 5-2a(2) requiring relevance of the program:

RELATION TO UNIVERSITY AND CAMPUS MISSION:

Justification for the Existing Athletic Training Programs

No other program in the UH system can offer the education required by the CAATE and KRS. Specifically, more than 50% of the courses are to be specific to athletic training and are to be taught by graduate level faculty or instructional personnel who are current BOC certified athletic trainers. Therefore, based on CAATE standards, the EL-GATEP and PP-AATEP are the only programs in UH system that can and are currently delivering such education. The focus of these programs is very specific, therefore, cannot be offered or duplicated by any other existing programs in the UH system. Consequently, it is crucial to maintain the accreditation status of both graduate athletic training programs at UHM.

Note: Current athletic training faculty and students in both the EL-GATEP and PP-AATEP collaborate with faculty in the Department of Anatomy, Biochemistry, Physiology, and Reproductive Biology at John A. Burns School of Medicine and staff in the UHM Athletic Training room. They were consulted on this degree requirement and need to retain accreditation of both programs. All are in support of the pursuit of a stand-alone degree in Athletic Training.

Experiential Learning Opportunities

By CAATE standards, the EL-GATEP is required to provide varied experiences, while the PP-AATEP is strongly recommended to integrate courses and clinical experiences in research, teaching, and athletic training. The EL-GATEP has established "site Memorandums of Agreement" with the UHM Athletic Department athletic training room, UHM Student Health Services, local high school athletic training rooms, physical therapy clinics and hospitals. The certified athletic trainers or physicians at each site provide "direct" supervision and mentor the EL-GATEP students who are assigned to the site. The clinical sites provide students with opportunities to apply the classroom knowledge to the real conditions of athletes and patients and practice daily athletic training duties under their guidance. Course objectives are shared with instructors at each clinical site via annual workshops, and through required documentation of site and instructor evaluations. Clinical experience hours are credited to and required in KRS courses: 609, 610, 611, 612, (one course per semester). Additionally, the EL-AATEP Director is required to communicate weekly with site supervisors via email and phone communication and site visits.

The PP-AATEP has established Graduate Assistantships funded by local private high schools. Responsibilities of students in these positions include but are not limited to prevention, care, and management of athletic injuries, documentation, inventory of supplies, ordering of supplies, and communication with the school principal, athletic director, medical doctors, coaches, and parents. The PP-AATEP also offers athletic training services to the UHM Intramural and Student Recreational Services programs, Reserve Officers' Training Corps (ROTC), and Leahi hospital-Hawai'i Center for AIDS. The services are provided by the PP-AATEP students who are hired as graduate teaching assistants to maintain and enhance their clinical skills. Since students in the PP-AATEP have already attained board certification as Athletic Trainers, these experiences are ideal for helping them gain "real life" clinical and teaching experiences and increasing their confidence as BOC certified athletic trainer while "indirectly" being supervised by the program director and their peers. The hours at the clinical site count toward KRS 613 (repeatable 4 times, required one course per semester).

Serving Local Needs

In 1997, the Hawai'i Department of Education (DOE) mandated all public high schools to have at least one BOC Certified Athletic Trainer (Athletic Health Care Trainer) to prevent and better manage day-to-day and catastrophic athletic incidences/injuries and to provide prevention, and management for Hawai'i student athletes. This DOE requirement resulted in a dramatic increase in employment opportunities for the Athletic Trainer in the state of Hawai'i. Hawai'i public high schools are proposing to mandate a second athletic training position for each school. Currently, graduates from UHM, KRS EL-GATEP and PP-ATEP constitute 40% of the high school Athletic Training positions state-wide.

The EL-GATEP provides a pathway for Bachelor of Science degree in KRS graduates to become certified athletic trainers. The EL-GATEP at UHM has been the only program of this type in the State of Hawai'i and the only way Hawai'i residents can become BOC certified athletic trainers without going to school on the mainland. The EL-GATEP provides an opportunity for Hawai'i residents to attain a world-class education at both the undergraduate and graduate levels.

The PP-ATEP provides athletic training services to the smaller local high schools via graduate assistantships. The external contracts between the PP-ATEP and private local high schools offer win-win circumstances for both parties; students in the PP-ATEP gain graduate assistant positions and opportunities for advanced professional experience while student-athletes from these local high schools gain access to medical care from Certified Athletic Trainers (ATC). The PP-ATEP provides the opportunity for access to an ATC to the small private local high schools that are not able to afford a "full-time" ATC.

In addition, both programs provide athletic training services to a variety of UHM groups (i.e. student athletes, ROTC, intramurals). There are also plans for students in EL-GATEP and PP-ATEP to work in the proposed Physical Therapy Clinic on campus supported by Student Health Services.

Diversity and International Relation

Historically both programs have graduated or currently enroll diverse (ethnically, nationally, internationally) groups of students (i.e. Native Hawaiian /Pacific Islander, Japanese, Filipino, Chinese, Korean, Vietnamese, Native American, African American, Native Alaskan, and mixed ethnicities). Minority students currently account for 45% of the total number of those enrolled. Since 2005, a total of 12 international students were admitted to either the EL-GATEP or PP-ATEP.

The Athletic Training Education Competencies state that Cultural Competence should be incorporated into instruction and assessed throughout the education program. The Cultural competence includes: 1) demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare, 2) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, 3) work respectfully and effectively with diverse populations and in a diverse work environment. Both the EL-GATEP and PP-ATEP take advantage of the unique geographic location of UHM, as well as the diverse culture in the State of Hawai'i, and provide students with opportunities to work with diverse population at clinical sites. The diversity among students and faculty members, at both KRS and the clinical sites, further enhances students experiences working with different cultures. Research projects conducted by the PP-ATEP also focus on minority populations, such as HIV positive populations, total knee and hip replacement patients, and ethnic minority group, with an overall goal of improving quality of life for these populations.

International student enrollment is expected to increase due to the new Program Director for EL-GATEP who is from Japan and has a strong connection to Japan and Taiwan, in addition to existing relationship with Japanese universities and Japanese Athletic Trainers, cultivated by KRS faculty and former/current international students. An increased interest despite limited educational opportunities in the field of athletic training in Japan necessitates Japanese students studying abroad. The geographic location, cultural similarity, existence of CAATE accredited athletic training programs, and faculty resources make UHM a prime location to study athletic training for Japanese students. Student recruitment and international relation efforts include informal visits to Japanese Universities, attendance at Japanese Athletic Trainers' Association Symposia, and

collaborative research and data sharing to improve the professional status of Athletic Training in Japan.

3. How is the program organized to meet its objectives?

(Description of curriculum organization (undergraduate program proposals should include a sample 4-year curriculum plan), degree requirements, admission policies, advising and counseling, and other aspects of the program, with reference to its objectives.)

PROGRAM STRUCTURE AND ADMINISTRATION:

Both programs, EL-GATEP and PP-ATEP, *currently exist* within the Department of Kinesiology and Rehabilitation Science (KRS), College of Education (COE). The proposed additional degree would not cause any changes to the courses already offered at UHM, therefore, there will be *no changes* in the organizational structure.

Entry-Level Graduate Athletic Training Education Program:

Curriculum

The program consists of classroom instruction, practicum/laboratory instruction, clinical experience, and research experiences in which the athletic training content areas of prevention and acute care, diagnosis, therapeutic modalities, rehabilitation, administration, professional development, medical conditions, pharmacology, nutrition, psychosocial intervention and referral are developed and included. Graduate students seeking BOC certification must complete a minimum of 47 credits, as well as pre-requisites courses and clinical observation requirements. The EL-GATEP must be completed in two calendar years (i.e., Summer, Fall, spring semesters) of full-time study or six semesters of course work with clinical experience under the direct supervision of a Preceptor at an affiliated clinical site.

Athletic Training Core (23 credits minimum)

KRS 623 Administration in Kinesiology (3 credits)

KRS615B Clinical Examination of Pathology: Lower Extremity (3 credits)

KRS615U Clinical Examination of Pathology: Upper Extremity (3 credits)

KRS615H Clinical Examination of Pathology: Head, Neck and Spine Assessment (3 credits)

KRS617 Therapeutic Modalities (4 credits)

KRS618 Therapeutic Exercise (4 credits)

KRS619 General Medical Conditions (3 credits)

Clinical Experience: (15 credits minimum)

The Clinical Education Plan is design to provide students with opportunity to apply the content learned in the didactic lectures and labs. Competencies and Proficiencies and Clinical Experiences are provided in KRS609, 610, 611, and 612. Clinical experience assignments require an average of 20 hours/week. Clinical assignments consist of students assigned to Preceptors who provide direct supervision for coverage of sports with upper extremity injuries, lower extremity injuries, equipment intensive, general medical, and rehabilitation settings. Clinical Proficiencies and Foundational Professional Behaviors are formally evaluated by the Preceptors during the Clinical Experience. Additionally inclusion of male, female, team, individual and dual sports are also factors in clinical assignments.

KRS490 Introduction to the Athletic Training Clinic (3 credits)

KRS 609 Athletic Training Clinical Experience I (3 credits)

KRS 610 Athletic Training Clinical Experience II (3 credits)

KRS 611 Athletic Training Clinical Experience III (3 credits)

KRS 612 Athletic Training Clinical Experience IV (3 credits)

Research Experience: (9 credits minimum)

KRS676 Research Methods (3 credits)

KRS641 Seminar (3 credits)

EDAP601 or EDEA629 Statistics (3 credits)

Program of Study:

All courses currently exist, and are offered and successfully completed by the students enrolled in the EL-GATEP. Therefore, there is no impact on current courses or programs offered in the KRS or COE.

Year One					
Summer Session II					
KRS490	Introduction to the AT Clinic	3			
Total		3			
Fall			Spring		
KRS609	AT Clinical Experience I	3	KRS610	AT Clinical Experience II	3
KRS615B	Clinical Exam of Pathology: Lower Extremity	3	KRS615U	Clinical Exam of Pathology: Upper Extremity	3
KRS617	Therapeutic Modalities	4	KRS618	Therapeutic Exercise	4
Total		10	Total		10
Year Two					
Summer Session II					
KRS623	Administration in Kinesiology	3			
KRS619	General Medical Conditions	3			
Total		6			
Fall			Spring		
KRS611	AT Clinical Experience III	3	KRS612	AT Clinical Experience IV	3
KRS615H	Clinical Exam of Pathology: Head/Neck/Spine	3	EDEA629	Educational Statistics <u>OR</u>	3
			EDEP601	Intro to Quantitative Methods	3
KRS673	Research Methods	3	KRS641	Seminar	3
Total		9	Total		9
Total Required for Graduation					47

Degree requirements

EL-GATEP students must complete:

- Pre-EL-GATEP Requirements
- A minimum of 47 credits of required core courses (GPA no less than 3.0)
- Clinical experiences requirements (minimum of 1,200 hours total)
- Culminating selective experience activity (KRS612)
- Clinical research project (KRS641)
- Final (Comprehensive) Examination (Plan B)

Academic advising

The program director of EL-GATEP is responsible for the student academic advising, while two other fulltime faculty in the KRS, the program director for PP-AATEP and the program director for PhD program in the Athletic Training, respectively, are also BOC certified athletic trainers and available for academic and career advising. In addition, preceptors at clinical sites and graduate assistant students in the PP-AATEP and PhD programs in the KRS are all BOC certified athletic trainers and serve as available resources for the EL-GATEP students.

Admission requirements

Applications are accepted on an alternate year cohort basis. Students begin as a cohort group in Summer Session II and are formally admitted into Graduate Education and the EL-GATEP. Admitted applicants are classified as Regular status if they: 1) possess a Baccalaureate degree in Exercise Science or a related area and a minimum overall grade point average (GPA) of 3.0 during the final two years of undergraduate work, or 2) possess a Baccalaureate degree in another area but completed coursework to meet pre-requisites for the program, in addition to minimum GPA. Submission of GPA, GRE score, and official transcripts are minimum requirements for application to Graduate Education. International students must also provide Test of English as a Foreign Language (TOEFL) scores to Graduate Education. Applicants for the MS degree will be further evaluated on their academic preparation for the program and previous clinical experiences. The EL-GATEP application, in addition to application requirements for Graduation Education, requires applicants to provide 1) transcript of having completed or of being in the process of completing EL-GATEP pre-requisites, 2) three letters of recommendation, and 3) documentation of a minimum of 200 hours of observation in an Athletic Training Clinic at a local university or high school. Applicants must also read and complete the "Technical Standards" prior to consideration for admission.

Pre-Requisites courses:

Course	Title	Credit
PHYL301 with Lab	Human Anatomy & Physiology	4
PHY302 with Lab	Human Anatomy & Physiology	4
KRS353	Structural Kinesiology	3
KRS354 with Lab	Exercise and Sport Physiology	5
KRS432 OR CPR/AED for Professional Rescuer current certification card	Emergency Care for Professional Rescuer	3
PSY100	Survey of Psychology	3
KRS152	Weight Training	1
KRS395	Personal Health & Wellness	3
KRS463	Sport Biomechanics	3
KRS480	Nutrition & Exercise in Sport	3
KRS415	Prevention & Care of Athletic Injuries	3

The application packet is available online at <https://coe.hawaii.edu/academics/kinesiology-rehabilitation-science/ms-programs>. The deadline for application is April 1st.

Requirements for Graduate Education:

- 1) Graduate Admissions Application
- 2) MS Specialization Form
- 3) Official transcripts
- 4) GRE / TOEFL scores *Test scores over five years old for the GRE and over two years old for the TOEFL are not accepted.

Requirements for KRS Department:

- 1) Memo addressed to Program Director of any missing information and when it will arrive
- 2) EL-GATEP Application for Admission
- 3) A cover letter with professional goals and explanation of any outstanding circumstances
- 4) A resume or CV detailing current credentials and clinical experience
- 5) Three letters of recommendation, at least one from supervising AT
- 6) Experience Voucher Form
- 7) Technical standards for Admission Form

Transfer Policy

The UH EL-GATEP may consider transferring credits from another CAATE accredited Athletic Training Education Program only. Transfer credits apply only toward courses counted toward graduation with the Master of Science degree. There is no need to transfer Pre-Athletic Training courses that are required for admission but do not count toward the Master of Science degree. Transferring or substituting practicum and clinical experience courses is not permitted. No course credits older than seven years at the time of graduation, whether earned in residence or transferred, may be applied toward the Master' of Science degree.

Financial support

Previous history of the programs since 2005 demonstrates financial viability via student enrollment. The distribution of financial resources for the EL-GATEP is controlled by KRS and the funding has been adequate for essential needs and functions of the program. Students are responsible for purchasing supplies and consumables for use in practicum/laboratory courses reducing the need for resources from the department budget.

Post-Professional Athletic Training Education Program: Curriculum

The PP-ATEP is a dynamic, academically rigorous curriculum designed to provide students with a unique educational experience. The program consists of classroom instruction, clinical work, and research experiences in which athletic training skills, didactic knowledge, attitudes, and values are developed and inculcated. The PP-ATEP students must complete a minimum of 48 credits that include Plan A Thesis requirements. The course credit requirements include: KRS Core (10 credits), Research Practicum (4 credits: 4 – 1 credit courses), Clinical Practicum (4 credits: 4 – 1 credit courses), Athletic Training Core (15 credits), Exercise Physiology Core (10 credits), and Thesis (6 credits). The curriculum is generally completed over 4 semesters (2 academic years).

KRS Core (10 credits minimum)

KRS 620 Research Seminar (4 – 1 credit courses)
KRS 673 Research Methods in KRS (3 credits)
EDEP 601 Quantitative Methods (3 credits)

The KRS Core consists of three courses which provide the background for the student's research experience. KRS 673 is the student's introduction to research methods within Kinesiology / Athletic Training. This course is offered during their first semester in the program, and provides students with the opportunity to initiate literature review and thesis proposal.

Students are required to complete a course in quantitative statistics (EDEP 601). The program is designed for students to complete this course during their third semester in the program as they are analyzing data for their thesis. Though not specifically designed as a biostatistics course, the instructor is familiar with the research focus of the PP-ATEP and its students and serves on dissertation committees for PhD students in the KRS department.

Students are also required to participate in a 1-credit research seminar course (KRS 620) during each semester they are enrolled in the program. This course is directed by the program faculty and is designed to provide students with opportunities for professional development through professional presentations and leading open discussions. The topics are focused on evidence based practice and the research process in the athletic training profession. Students are critiqued on their professional presentation by the faculty members and PhD students.

Athletic Training Core (12 credits minimum)

KRS/ANAT 604 Upper Extremity, Head, Neck, Spine (3 credits)
KRS/ANAT 603 Lower Extremity, Abdomen, Thorax (3 credits)
KRS 616 Advanced Orthopedic Assessment (3 credits)
KRS 621 Advanced Therapeutic Exercise (3 credits)
KRS 663 Biomechanics of Human Motion (3 credits)

The Athletic Training Core consists of five courses aimed at strengthening and expanding the knowledge base of the student. Two courses containing athletic training specific content are KRS 616 and KRS 621. These courses in advanced orthopedic assessment and advanced therapeutic exercise are specifically designed to be taught at an advanced level for certified athletic trainers. These courses are offered during alternating spring semesters. Therefore, depending on their year of entry into the program, students take one of these courses during spring semester of their first year in the program and the other course during spring semester of their second year.

Students are also required to take two courses in human anatomy as part of the Athletic Training Core. These two courses, KRS/ANAT 603 and 604, provide students with a unique educational experience that is one of the key strengths and focal points of the PP-ATEP. These courses are taught within the Department of Anatomy, Biochemistry, Physiology, and Reproductive Biology housed within the John A Burns School of Medicine at University of Hawai'i. This course involves a year long cadaveric dissection experience mirroring that of the gross anatomy experience provided to medical students within the school of medicine with added

focus on clinically related musculoskeletal anatomy.

The final course in the Athletic Training Core is KRS 663 – Biomechanics of Human Motion. This course is an in-depth examination of the biomechanics of human gait and focuses on transferring content knowledge and research skills in gait biomechanics to the clinical practice of athletic training in preventing and treating lower extremity injury.

Exercise Physiology Core (9 credits minimum)

KRS 664 Exercise Physiology (3 credits)

KRS 665 Metabolic Analysis (3 credits)

KRS 666 Exercise Testing & Prescription (3 credits)

KRS 667 Body Composition & Weight Management (3 credits)

The Exercise Physiology Core consists of the series of graduate level courses offered within the KRS department. The courses in this category provide students with the opportunity to expand their didactic knowledge in the field of exercise science as well as their experience working with state-of-the-art equipment under the direction of top-quality faculty.

Research Practicum (4 credits minimum)

KRS 614 Research Practicum in Athletic Training (4 – 1 credit courses)

The Research Practicum in Athletic Training, KRS 614, consists of a 1-credit course during each semester in the program (4 credits total). The purpose of this course is to expose students to a wide variety of research projects while providing a framework for guidance through the development and completion of their own thesis. Students are responsible for completing 100 hours of practicum exposure per semester (200 hours per academic year). In addition, students are assigned specific tasks for each semester of the research practicum based on their level within the program.

Clinical Practicum (4 credits minimum)

KRS 613 Clinical Practicum in Athletic Training (4 – 1 credit courses)

The Clinical Practicum in Athletic Training, KRS 613, consists of a 1-credit course during each semester in the program (4 credits total). The purpose of this course is to provide a framework which can strengthen clinical skills and begin to develop personal philosophies regarding the practice of athletic training. Students are provided an opportunity in clinical practice with limited supervision based on certification status and previous experience. Approved on-campus clinical sites include UHM athletics, UHM Recreation and Intramurals, and UHM Army ROTC and off-campus providers such as Damien Memorial School, PAC 5, Sacred Heart's Academy, St. Francis School, Les Jardin Academy and Elam Sports Oahu clinic with whom the PP-ATEP has formal agreements.

Students are responsible for completing 50 hours of practicum exposure per semester (100 hours per academic year). At the end of each semester of practicum experience, each student is evaluated by the site supervisor. This feedback is shared with the student by the course instructor. Students are also given the opportunity to evaluate the site supervisor individually as well as the overall quality of the clinical site for gaining athletic training knowledge, skills and experience.

Thesis (6 credits)

KRS 700 Thesis Research

Each student must complete his/her own research project as a culminating experience in the PP-ATEP. This project is completed under the direction of the PP-ATEP faculty and within the framework of the Research Practicum in Athletic Training Courses (KRS 614). Students pursue topics in line with the research pursuits of the faculty within the department.

Program of Study:

All courses currently exist, and are offered and successfully completed by the students enrolled in the EL-GATEP, therefore, there is no impact on current courses or programs offered in the KRS or COE.

Year One			
Fall		Spring	
KRS 613 - Clinical Practicum	1	KRS 613 - Clinical Practicum	1
KRS 614 - Research Practicum	1	KRS 614 - Research Practicum	1
KRS 620 - Research Seminar	1	KRS 620 - Research Seminar	1
KRS/ANAT 604 - UE, Head, Neck, Spine	3	KRS 621 - Therapeutic Exercise	3
KRS 666- Exercise Testing & Prescription	3	KRS/ANAT 603 - LE, Abdom, Thorax	3
KRS 673 - Research Methods	3	KRS 663 - Biomechanics	3
Total	12	Total	12
Year Two			
Fall		Spring	
KRS 613 - Clinical Practicum	1	KRS 613 - Clinical Practicum	1
KRS 614 - Research Practicum	1	KRS 614 - Research Practicum	1
KRS 620 - Research Seminar	1	KRS 616- Adv Ortho Assessment	3
KRS 700 - Thesis	3	KRS 620 - Research Seminar	1
EDEP 601- Intro to Quantitative Methods	3	KRS 700 - Thesis	3
		KRS 665- Metabolic Analysis or	3
KRS 664- Exercise Physiology	3	KRS 667 - Body Composition	
Total	12	Total	12
Total Hours for Degree			48

Degree requirements

PP-ATEP students must complete:

- A minimum of 48 credits of required coursework (GPA no less than 3.0)
- Clinical experiences requirements (minimum of 50 hours per semester, 200 hours total)
- Thesis Research (Plan A)

Admission requirements

Applicants must meet the requirements of Graduate Education. The KRS department also requires submission of Graduate Record Examination (GRE) scores. Each applicant admitted will be classified in one of two categories: (1) Regular status - students who have a Baccalaureate degree in the area which they will pursue and a minimum overall grade point average of 3.0 during the final two years of undergraduate work, or (2) Conditional status – students of promise who may have a deficiency in grade point average and/or subject matter preparation. Applicants for the MS degree will be further evaluated on their educational background in their area of specialization. **Post-Professional Athletic Training Program applicants must be BOC certified or certification eligible.** All applicants must provide proof of TB clearance, Hepatitis B vaccine or waiver and personal liability insurance prior to program entrance. Students are required to apply for Hawai'i state licensure as an Athletic Trainer at the time of program entrance. International students must also provide a TOEFL scores to the Graduate Education. Admission to the program will depend on the availability of faculty in the particular area of scholarship.

Applications are processed on a rolling basis with assistantship positions awarded on an annual basis each March for the subsequent Fall semester. The application packet is available online at <https://coe.hawaii.edu/academics/kinesiology-rehabilitation-science/ms-programs>. The deadline for application is March 1st.

Requirements for Graduate Education:

- 1) Graduate Admissions Application
- 2) Fee
- 3) Official Transcript
- 4) GRE/TOEFL Scores *Test scores over five years old for the GRE and over two years old for the TOEFL are not accepted.

Requirements for KRS Department:

The candidate must submit the following:

- 1) Department Application
- 2) Three Letter of Recommendations
- 3) Statement of Goals
- 4) Resume
- 5) GA Application
- 6) Specialization Form

Basis for Selection

Each candidate must have a bachelor's degree from an accredited college or university prior to the opening of the school year for which the appointment is made. The candidate must have adequate preparation in the specific area in which she/he is applying and be Board of Certification Certified as an Athletic Trainer or eligible for certification. The candidate must meet the Graduate Education admission requirements and be accepted into the KRS MS Degree Program.

Academic advising

The program director of PP-ATEP is responsible for the student academic advising, while two other fulltime faculty in the KRS, the program director for EL-GATEP and the program director for PhD program in the Athletic Training, respectively, are also BOC certified athletic trainers and available for academic and career advising. One additional full-time faculty in the KRS is involved with the PP-ATEP as an exercise physiology specialist. The PP-ATEP students are assigned to one of four faculty members for thesis advising, and to an Athletic Training Doctoral student who serves as a mentor for the research process.

Financial support

Previous history of the programs since 2007 demonstrates financial viability via student enrollment, and external and internal funds. All students in the PP-ATEP are supported by graduate assistantship funded externally and internally. Currently 13 graduate assistantship positions are supported externally by the local high schools and hospitals, and five teaching assistantship positions are supported internally by the College of Education.

4. Who will enroll in the program?

(Special target groups, if any; number of majors expected by year; expected service to non-majors; evidence of student interest.)

ENROLLMENT:

Student Enrollment

Entry-Level Graduate Athletic Training Education Programs, as compared to Entry-Level Undergraduate Athletic Training Education Programs, are designed for students who earned a Baccalaureate degree in a related or non-related field. Although there are over 300 undergraduate programs, the national professional trend is to shift all undergraduate programs to the Master's level based on the evidence of higher educational quality provided by the Master's level CAATE accredited programs. Currently, there are only 25 CAATE accredited Entry-Level Graduate Athletic Training Education Programs nationwide, and UHM is one of them. Based on the professional trend, an increased student interest and demand for the EL-GATEP is expected. For the current cohort, we received 107 applications and admitted 14 students.

The admission to the PP-ATEP has been very competitive since its accreditation in 2007, since all of the students in the program are fully supported through Graduate Assistantships. Students in the PP-Athletic Training Education Program are BOC certified athletic trainers (or eligible) who completed a CAATE accredited undergraduate Entry-Level Athletic Training Education Program, and are seeking advanced knowledge and clinical experience, as well as research experience. Currently, there are 18 students enrolled in this non-cohort program (13 students are supported externally and five students are supported internally in the PP-ATEP). Annually, we field and review more than 70 applications for 6-10 graduate assistantship positions.

Since the initial accreditation of EL-GATEP in 2005 and PP-ATEP in 2007, these programs have graduated a total of 85 students with above 80% graduation rate, and nearly 100% employment rate. Of these graduates, 44% are currently employed at high schools, clinics, and hospitals within the state of Hawai'i. The starting salary within the state ranges from \$32,000 to \$48,000.

Year	
EL-GATEP	
PP-ATEP	8
International student	
Total	

Demand

Nationally, at least 70% of all BOC certified athletic trainers hold Master's degrees or higher. Professional trends are moving toward an expectation of all athletic trainers possessing a graduate degree. The UHM is the only university nationwide that offers CAATE accredited Graduate Athletic Training Programs at two different levels, Entry-Level and Post-Professional (Advanced). The co-existence of two different levels of CAATE accredited Graduate Athletic Training Programs keeps UHM at the cutting edge of this professional trend, and we expect the demand to continuously exceed the capacity.

5. What resources are required for program implementation and first cycle operation?

(Number, source, and cost of faculty; library requirements; support personnel; estimated cost of supplies, equipment and CIP; facilities to be utilized; total funds required for program implementation and operation; expected sources of funds, including sources of reallocated funds.)

RESOURCES REQUIREMENTS:

Library resources

No new resources are required. The CAATE requires the EL-GATEP and PP-ATEP to provide students with reasonable access to information resources so the programs can meet their goals and objectives. The library and other information sources available to the students in the both programs were deemed adequate and approved by CAATE. The UH Library System commonly utilized by the students includes Hamilton Library and the John A Burns School of Medicine. The on-line resources available through these two libraries provide students with a large quantity of full-text medical journals and other items. Additionally, a broad range of resources are available to students in both programs in the UHM Athletic Training Education Resource Library in the Athletic Training Lab.

Faculty resources

Both programs are currently accredited based on three existing tenure track full-time graduate faculty who are BOC certified athletic trainer and one existing tenure track full-time graduate faculty as the exercise physiology specialist. One additional full-time faculty (1.0 FTE) for the EL-GATEP is projected based on the continued growth of the program and associated CAATE Accreditation Standards.

Additional resources

No additional resources are required.

The following resources are already in place within KRS and are specifically required by CAATE for the **EL-GATEP**; these have been verified during the accreditation site visit and approved by CAATE.

1) Facilities:

- The AT lab, located in the Kahanamoku Pool (KP) building, is a fully equipped facility for physical therapy and athletic training, and the primary laboratory facility for the EL-GATEP for classroom instruction. The AT lab, classrooms, and clinical facilities are consistent in size and quality with those used for similar academic programs, and deemed adequate for the size of the program.
- An athletic training facility and other clinical settings are available to the program via contracted clinical sites including UHM Athletic Training Room, local high schools, and physical therapy clinics and hospitals.

2) Learning and Instructional Resources include but are not limited to:

- Vision testing equipment
- Skinfold caliper
- Bioelectric impedance
- Psychrometer and wet bulb globe temperature meter
- Helmet/headgear
- Shoulder pads
- Upper extremity bracing
- Lower extremity bracing
- Goniometers / inclinometers
- Reflex hammers
- Tape measures
- Otoscope
- Ophthalmoscope
- Peak flow meter

- 3) Therapeutic Modalities and Rehabilitation Resources:
 - Rehabilitation equipment and therapeutic modalities available at UHM AT laboratory, as well as at each clinical site are deemed adequate for student education.
- 4) First Aid and Emergency Care Equipment include but are not limited to:
 - Stethoscope
 - Sphygmomanometer
 - Thermometer
 - Penlight
 - Spine board and cervical spine immobilization and transportation device
 - Emergency splints
 - OSHA/BBP management and personal protection supplies
 - CPR/AED equipment

Following resources are already in place within KRS and are specifically required for PP-ATEP accreditation; these have been verified during the accreditation site visit and approved.

Classroom and Laboratory space

- The classrooms, AT lab, and Human Performance lab are deemed adequate to provide student with high quality didactic and clinical education as well as research experiences.
- 1) Research facility and equipment:
 - The Human Performance lab, located in the Stan Sheriff Center, is a primary laboratory facility for the PP-ATEP for both classroom instruction and research in the disciplines of exercise physiology and biomechanics.
 - Equipment available for research include:
 - Two AMTI force plates
 - Thirteen Vicon MX optical motion capture cameras
 - Vicon NEXUS motion analysis software
 - Biodex System III
 - Underwater weighing tank
 - Two metabolic carts
 - Other biomechanics and exercise science related scientific equipment.
 - 2) Clinical opportunities, facilities and equipment
 - The AT lab is the primary laboratory for the clinical education, which is a fully equipped physical therapy and athletic training facility dedicated to PP-ATEP and EL-GATEP.
 - The PP-ATEP students also complete clinical practicum experiences in a variety of settings that include fully equipped athletic training rooms and sports medicine clinics.

6. How efficient will the program be?

(Compare anticipated cost per SSH, cost per major, SSH/faculty, average class size or other quantitative measures with other programs in the college and similar programs on other UH campuses.)

PROGRAM EFFICIENCY:

There is no similar program in the UH system to the proposed program due to a very focused program of study and specific accreditation standard for the highly specialized professional field. The program efficiency is estimated based on the data obtained in the past since these are well-established programs with a history of national accreditation. See the five-year budget plan on page 28.

Historically, EL-GATEP has accepted 10 to 15 students as a cohort every other year due to a limited number of faculty. With projected additional faculty for the EL-GATEP, the program will accept 10 to 15 students annually starting from 2014. PP-ATEP has accepted five to ten students annually, with the average total program size being 16.

Currently, EL-GATEP and PP-ATEPs are operated under three full time athletic training faculty in the KRS. One non-athletic training full time faculty in the KRS is involved as an exercise physiology specialist and teaches one course per semester for the PP-ATEP. With an additional full time athletic training faculty for the EL-GATEP projected to be hired for 2014, EL-GATEP will be able to accept students annually. The director for each program is responsible for student advising, however, all five faculty will be involved with theses advising for the PP-ATEP students to complete Plan A graduation requirements. EL-GATEP students are required to complete Plan B, which involves a written exam and oral defense; two full time faculty for the EL-GATEP will be adequate to conduct this comprehensive exam.

7. How will effectiveness of the program be demonstrated?

(Describe the plan for assessing the quality of student learning. In addition, information should be gathered on projected number of graduates yearly; placement of graduates; special accreditation; student satisfaction; career and employer satisfaction, etc.)

PROGRAM EFFECTIVENESS:

Both EL and PP programs are accredited by CAATE, which requires programs to routinely acquire qualitative and quantitative data to assess the outcomes and effectiveness of the program. These outcomes must be related to the program's stated educational mission and goals and include measures related to didactic and clinical instruction, student learning (both clinical and didactic), and overall program effectiveness. All information regarding student performance in curriculum coursework is evaluated each semester by the program director. The program director also maintains records of student data obtained from the tools.

Entry-Level Graduate Athletic Training Education Program:

Comprehensive Assessment Plan

The comprehensive assessment plan for EL-GATEP is designed to provide a comprehensive evaluation of the program organized around the professional education plan levels from each semester. The purpose of the comprehensive assessment plan is to document the following outcomes:

1. Achievement outcomes relative to the mission and goals of the program
 - Goal 1:** To prepare students for successful completion of the BOC Certification Examination
 - Goal 2:** Through an integrated didactic and clinical education program, promote critical thinking and communication skills necessary for an allied health care provider.
 - Goal 3:** To prepare students to function socially and vocationally in society
 - Goal 4:** To promote the professional growth and development of each student and an ability to contribute in a positive manner to the profession of athletic training
 - Goal 5:** To develop self-worth, a value for human life, and respect the rights, welfare, and dignity of each person they work with as a patient, student, or co-worker.
2. Effectiveness of student learning
3. Quality of didactic instruction
4. Quality of clinical instruction

Formative and summative evaluations of the major areas of assessment are:

1. Student performance,
2. Clinical Experience evaluations,
3. Academic Courses evaluations, and
4. Overall Program evaluations

Student Performance.

Outcomes related to effectiveness of student learning the Program Goal of preparing students for the Board of Certification Exam are assessed within each Level of the EL-GATEP. As the student progresses through the program, the Competency and Proficiency Modules are completed in the laboratory setting during the Practicum course and Clinical Proficiency Modules are completed in the real-life clinical setting during each of the two Clinical Rotations of the Clinical Experience course. Each Module contains a Matrix providing easy viewing of completed Competencies, Proficiencies, and Clinical Proficiencies. As the student demonstrates proficiency of at least a 3 (i.e., the student can perform the activity satisfactorily without assistance and/or supervision), the ACI documents that the student can perform this skill on a patient in the real-life supervised clinical setting. The Matrices are reviewed at mid-term and at the end of the semester and used to monitor the progress of each student.

Clinical Experience Evaluations

Outcomes related to achieving program goals, quality of clinical instruction, and effectiveness of student learning are assessed twice per semester using formative evaluations of student and preceptor performance. Clinical performance evaluations are assigned to each Clinical Rotation, the preceptor, and

for the Clinical Site. Within 1 week of beginning each Rotation, the student completes a self-evaluation and discusses it with the preceptor in order to identify and address areas of weakness and strengths to work on during the Rotation. At this time, the student and the preceptor review and sign the Information Form/Orientation checklist to document an appropriate introduction to the Clinical Site. Within 1 week of completing each Rotation, the student is individually evaluated by the preceptor and they discuss the students' areas of improvement. At this time, the student also completes the Clinical Experience Time Sheet, Evaluation of the Preceptor, and the Evaluation of the Clinical Site and submits these to the Clinical Education Coordinator for review and tabulation. All data from these evaluations are entered into a spreadsheet and reviewed for trends used for Program improvement. The Program Director meets with each student individually three times per year, at the beginning and end of the Fall semester and again at the end of the Spring semester to discuss areas of strength and areas in need of improvement. Annually, the Program Director meets with each preceptor to review their evaluations and to discuss areas strength and areas in need of improvement.

Academic Course Evaluations

Outcomes related to achieving program goals and quality of didactic instruction are assessed using summative evaluations of the Core Academic Courses completed by student at the end of each semester by completing the End-of-Semester Survey. These data are used to improve course delivery and to provide feedback to EL-GATEP instructors. In addition, students evaluate courses through the University-wide electronic Course and Faculty Evaluation (eCAFE) system. The Department of Kinesiology and Rehabilitation Science started using this system in AY2007-2008 with a standard 14-question template to which a limited number of individualized questions can be added.

Overall Program Evaluations

Outcomes related to achieving program goals and overall quality of didactic and clinical instruction are assessed using formative evaluations of the EL-GATEP, the Clinical Education Coordinator, and Program Director using the End-of-Semester Survey completed by students at the end of each semester. Outcomes related to achieving program goals, effectiveness of student learning, and quality of didactic and clinical instruction are assessed using summative EL-GATEP evaluations completed in the students' final semester (Graduation Survey) and again after 1 year of graduating (Alumni Survey). Employer evaluations are also submitted at this time (Employer Survey). These evaluations are tabulated and trends are used to identify areas in need of improvement.

Plan for obtaining Outcome Data

The outcome data are obtained each semester following the Assessment Plan (Table 1). These data are tabulated and reviewed by the PD. As problems, concerns, or issues arise, the Program Director will revise the evaluation instruments and make Program changes as needed. Any trends that are identified are used to make program changes for improvement the Program based on the data.

Post-Professional Athletic Training Education Program:

Comprehensive Assessment Plan

The evaluation model for the PP-ATEP is designed to comprehensively assess the effectiveness of all areas of the program. Outcome data are used to assess program success, as well as to identify needed changes to the curriculum.

Evaluation of Courses and Faculty

The program's evaluation model includes one tool designed to assess courses and instructors within the curriculum on an individual basis. The Course and Faculty Evaluation (CAFÉ) is an evaluation designed by the university, which is designed to allow students to provide quantitative and qualitative feedback regarding the course as well as the individual instructor for which it is administered. This evaluation is conducted at the end of each semester and results are provided to instructors and program coordinators during the following semester. The department maintains 5 years worth of data from this instrument.

Evaluation of Students

The PP-ATEP evaluation model includes one additional tool for assessing students beyond those used within the formalized coursework. This instrument provides feedback from sources outside of the curriculum faculty in order to provide a more dynamic and diverse picture of student outcomes.

The Clinical Supervisor Evaluation of the PP-ATEP Student provides quantitative and qualitative evaluation of the student within the KRS 613 – Clinical Practicum course. This evaluation is completed by the clinical site supervisor at the end of each semester. The clinical site supervisor may be either an athletic trainer or an appropriate administrator, such as a high school's athletic director.

Evaluation of the Program

The PP-ATEP evaluation model includes two additional tools for gaining feedback about the program as a whole to supplement the more traditional measures of program success, such as graduation and employment rates. The Senior Exit Interview provides quantitative and qualitative feedback from graduating students. This tool is administered annually to students completing the program curriculum. The Alumni Evaluation is distributed to PP-ATEP graduates after their first year following graduation. This instrument allows alumni to provide feedback as to the extent to which the program adequately prepared them for their entry into their current employment setting. The PP-ATEP evaluation model also includes the annual graduate placement report required as part of the Accreditation Annual Report.

Evaluation of Clinical Practicum Supervisor & Site

The PP-ATEP evaluation model includes one tool for assessing the sites and supervisors used as part of the KRS 613 – Clinical Practicum course. This form provides quantitative and qualitative feedback from the student regarding the strengths and weaknesses of the clinical site and supervisor. It is completed at the end of every semester.

BUDGET PLAN

Academic Program Costs & Revenue Template Budget Figures in Detail

	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3	ENTER VALUES IN YELLOW CELLS ONLY										
4											
5			Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)								
6						Year 3	Year 4				
7											
8											
9							46	46			
10			729								
11											
12											
13											
14											
15						0.25		0.25			
16			\$ -			\$ -		\$ -			
17			\$ 6,875	\$ 6,875			\$ 6,875	\$ 6,875			
18								\$ 393,986			
19											
20											
21											
22			\$ 514	\$ 552	\$ 593			\$ 637			
23											
24											
25											
26			-98,916	-274,940							
27											
28											
29											
30											
31							\$ 438	\$ 455			
32							\$ 352,547	\$ 366,649			
33	K2. Cost Including Fringe of K1							\$ 494,976			
34				\$ 18,204	\$ 18,930	\$ 19,686					
35								\$ 21,496			
36								\$ 467			
37			\$ 534	\$ 534	\$ 534	\$ 534					
38					\$ 68			\$ 68			
39			\$ 135								
40				\$ 872		\$ 905					
41	N. Total Campus Expenditure/SSH				\$ 971		\$ 971				
42											
43	Instruction Cost with Fringe per SSH										
44	K. Instructional Cost/SSH			\$ 491			\$ 455				
45					\$ 884		\$ 884				
46			School of Nursing								
47											
48											
49											(signature and date)

(Signature) LOC 1/7/2014

	A	B	C	D	E	F	G	H	I	J	K	
50												
51	Please include an explanation of this template in your narrative.											
52			Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.hawaii.edu/iro/maps.php?category=Enrollment Campus data may be used when majors are a subset of enrollment reported in IRO reports.									
53	B	Annual SSH: Course Registration Report located at url: http://www.hawaii.edu/iro/maps.php?title=Course+Registration+Report Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.										
54		Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>""),D32+D34,"")										
55		C1. Number of full time faculty and lecturers who are >.5 FTE.										
56		C2. Number of part time lecturers who are <.5 FTE.										
57		Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
58		Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
59		Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>"",D16<>0,D17<>0),SUM(D13,D16,D17),"")										
60		Tuition: Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22,"")										
61		Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
62		Total Revenue: G + H *Formula for column D: =IF(OR(D21<>"",D23<>0),SUM(D21,D23),"")										
63		Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>"",D24<>""),D18-D24,"")										
64		Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>""),(SUM(D33,D35)/D10,"")										
65		K1. Salaries without Fringe of Full Time Faculty and Lecturers who are > .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
66		K2. K1 X 1.35 Formula for column D: =IF(D32<>"",D32*1.35)										
67		K3. Salaries without Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
68		K4. K3 X 1.05 Formula for column D: =IF(D34<>"",D34*1.05)										
69		Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support -- organized research (UHM only) as provided by UH Expenditure Report (http://www.hawaii.edu/budget/expense.html) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39,"")										
70												
71		For example, from the 2010-11 UH Expenditure Report (http://www.hawaii.edu/cgi-bin/iro/maps?esuhy1011.pdf), the support expenditure/ssh per campus is:										
72												
73												
74												
75												
76												
77												
78												
79												
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82												
83												
84												
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86												
87												
88												

Budget Details

ENTER ACADEMIC YEAR (i.e., 2011-2012)		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students & SSH						
A. Headcount enrollment (Fall)						
		31	46	46	46	46
	EL 1st year	15	15	15	15	15
	EL 2nd year	0	15	15	15	15
	PP 1st year	8	8	8	8	8
	PP 2nd year	8	8	8	8	8
B. Annual SSH						
		729	1134	1134	1134	1134
	EL 1st Year	23	23	23	23	23
	EL 2nd Year	27	27	27	27	27
	PP 1st year	24	24	24	24	24
	PP 2nd year	24	24	24	24	24
Direct and Incremental Program Costs Without Fringe						
C. Instructional Cost without Fringe						
C1. Number (FTE) of FT Faculty/Lecturers						
	Kaori	1	1	1	1	1
	Cris	1	1	1	1	1
	CC	1	1	1	1	1
	Kimura	1	1	1	1	1
C2. Number (FTE) of PT Lecturers						
	GA	0.25	0.25	0.25	0.25	0.25
D. Other Personnel Costs						
E. Unique Program Costs						
		6875	6875	6875	6875	6875
	Calibration	500	500	500	500	500
	BOC Approved Provider	225	225	225	225	225
	Accreditation cost PP	500	500	500	500	500
	Accreditation cost EL	2100	2100	2100	2100	2100
	AT-Lab	400	400	400	400	400
	Biomex	2500	2500	2500	2500	2500
	Ex Phys	650	650	650	650	650
F. Total Direct and Incremental Costs						
Revenue						
G. Tuition						
		374706	584010	585144	586278	587412
	Tuition rate per credit	514	515	516	517	518
H. Other						
I. Total Revenue						
J. Net Cost (Revenue)						

Budget Details

Program Cost per SSH With Fringe

K. Instructional Cost with Fringe/SSH

		*Salary with Fringr 45%	251413	325949	338987	352547	366649
K1. Total Salary FT Faculty/Lecturers							
	Kaori	65008	67608.32	70312.6528	73125.15891	76050.16527	79092.17188
	Cris	65038	67639.52	70345.1008	73158.90483	76085.26103	79128.67147
	CC	62000		64480	67059.2	69741.568	72531.23072
	Kimura	111697	116164.88	120811.4752	125643.9342	130669.6916	135896.4792
K2. Cost Including Fringe of K1							
	Kaori	65008	91271.232	94922.08128	98718.96453	102667.7231	106774.432
	Cris	65038	91313.352	94965.88608	98764.52152	102715.1024	106823.7065
	CC	62000	0	87048	90529.92	94151.1168	97917.16147
	Kimura	111697	156822.588	163095.4915	169619.3112	176404.0836	183460.247
K3. Total Salary PT Lecturers							
	GA	17502	17502	18204	18930	19686	20472
K4. Cost Including fringe of K3							
	GA		19077.18	19842.36	20633.7	21457.74	22314.48