

WSU Five-Year Graduate Program Review
Self-Study

Cover Page

Department/Program: Master of Science in Athletic Training

Semester Submitted: Fall 2013

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A. Brief Introductory Statement

The Master of Science in Athletic Training program at Weber State University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This accreditation is awarded following the submission of a detailed self-study document as well as an on-campus site visit. This program received its initial accreditation with zero citations in March 2010. The faculty are currently preparing the CAATE self-study document for re-accreditation, which is due on July 1, 2014. The CAATE will conduct a 3-day site visit during the 2014-15 academic year.

In almost every state, in order to work as an Athletic Trainer, one must graduate from an accredited AT program and pass the Board of Certification (BOC) exam for Athletic Trainers. The outcomes listed below are those identified by the BOC's Practice Analysis which is used to develop the certification exam. In the MSAT program, graduate students learn all content in didactic courses. During each of the last four semesters, students are then enrolled in a clinical course which reviews all of the content from the previous semester(s). Students must demonstrate a minimum of a 70% on the written final and oral/practical exams in every clinical course in order to pass the course.

B. Mission Statement

a. Description of Program Mission

The mission of the Weber State University Master of Science in Athletic Training Program is to provide a quality educational and research experience for students. Graduate students are presented with didactic and psychomotor experiences that will lead them to being able to exercise sound ethical judgment, achieve satisfying careers, and make positive contributions to their communities. In addition, the MSAT guides the student on the journey to become a lifelong learner through obligatory professional continuing education.

b. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University (see http://weber.edu/universityplanning/Mission_and_core_themes.html)

The Master of Science in Athletic Training Program is aligned with the core themes of the university. The core theme of Access is achieved by the MSAT program through high pass rates on the national certification exam and high job placement rates of its graduates. The core theme of Learning is achieved through graduate research, service learning embedded throughout the curriculum, and extensive clinical experiences in a variety of settings during every semester in the program. The core theme of Community is a strength of the MSAT program, achieved through graduate students providing athletic training services in a supervised environment in local high schools, hospitals, clinics, and community events.

- C. Program and Curriculum
 - a. Program Description
 - i. Include a summary of degree requirements.

Minimum Admissions Requirements

- Bachelor's degree
- Admission to Weber State University (Students apply only to the MSAT and will be admitted to WSU and the MSAT concurrently. Students do NOT need to apply for WSU general admissions)
- GRE scores (only required if GPA is below a 3.0)
- Minimum 3.0 GPA*
- Submit Graduate Athletic Training Student Application (found online at: weber.edu/athletictraining/graduateadmissions.html)
- Submit Application Essay (see online application for details)
- Two References - at least one reference must be a college-level instructor
- Grade of C or better in all prerequisite courses (all prerequisites must have been completed within the last 10 years prior to application)**
- Program Interview - in person or over the phone
- Completed Technical Standards Form (can be completed after admission)
- Official Transcripts from ALL other colleges/universities attended
- Physical examination and proof of immunizations (can be completed after admission)
- Hepatitis-B vaccination (can be completed in first semester if deficient)
- Current Emergency Medical Response and CPR for Professional Rescuers and Healthcare Providers certification cards (can be completed in first semester if deficient)
- Pay Application fee

* Grade point averages between 2.75 and 2.99 will be considered if GRE scores are above average.

** Students who are deficient in one or more prerequisite courses may be admitted on a conditional basis if the courses can be added to the schedule while still meeting the prerequisites prior to each graduate course.

The application deadline is February 1 for the following summer semester. Applications received after the deadline will be considered on a rolling admissions basis if available slots still exist. Students are encouraged to apply by the February 1st deadline, as the program will likely reach capacity at that point. The online application may be accessed on-line at weber.edu/athletictraining/graduateadmissions.html.

Post-Admission Requirements

After formal admission to the Athletic Training Master's degree program, students are required to complete an FBI background check and drug test. The WSU Master of Science in Athletic Training Program enters into Affiliation Agreements with multiple healthcare facilities and schools throughout the state. These agreements provide WSU MSAT students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU MSAT requires students admitted to the program to submit to an FBI level criminal background check as well as a urine drug test. This screening process has been mandated by the WSU MSAT in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Health Promotion and Human Performance and the MSAT faculty.

Both the background check and the drug test will be completed during the student's first semester. The expenses (approximately \$75) will be paid for by the student.

Additional Admission Requirements for International Students

All international students and any applicants educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit an official score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 563 (paper-based) or 223 (computer-based), or 85 (internet-based) has been earned. The MSAT also accept the International English Language Testing System (IELTS) - applicants may have an official score report sent to the MSAT Program Director which is not more than two years old and on which a minimum score of 6.5 has been earned.

Retention Requirements

- A. After students are selected into the MSAT, retention in the program will be based on the following criteria:
 - 1. Grade “B-” or better in all required courses (*includes Graduate Practicum courses*).
 - 2. Maintain an overall Weber State University Graduate GPA of 3.0.
 - 3. Adhere to WSU Athletic Training Policies and Procedures.
 - 4. Adhere to MSAT Athletic Training Student Handbook Policies.
- B. Students who fail to meet the retention criteria will be placed on probation in the MSAT program for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the program. Students who receive a grade lower than a “B-” in any required course must repeat that course and receive a grade of “B-” or higher to remain in the program. Failure to repeat the course (*when offered*) will result in dismissal from the program. Athletic Training Policies and Procedures are available in the MS Athletic Training Student Handbook. Students who receive a grade lower than a “B-” in two or more MSAT courses will be dismissed from the program.

Degree Completion

Master of Science in Athletic Training students must complete a minimum of 53 graduate credits as well as 31 credits of pre-requisite coursework. See list of courses in section iii. The pre-requisite courses may be taken at Weber State University or at other higher education institutions following approval by the MSAT Program Director. Students must have a minimum 3.0 GPA in the MSAT courses to graduate.

- ii. List the program level learning outcomes

At the end of their study at WSU, students in the MSAT program will be proficient in:

- 1. Educating participants and managing risk for safe performance and function. (Injury/Illness Prevention and Wellness Protection)
- 2. Implementing standard evaluation techniques and formulating a clinical impression for the determination of a course of action. (Clinical Evaluation and Diagnosis)

3. Employing standard care procedures and communicating outcomes for efficient and appropriate care of the injured. (Immediate and Emergency Care)
 4. Reconditioning participants for optimal performance and function. (Treatment and Rehabilitation)
 5. Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well-being. (Organizational and Professional Health and Well-being)
- iii. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart): see the table on the following page

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Core Didactic Courses in MSAT Program					
AT 2300 – Emergency Response (pre-requisite)			E		
MSAT 6080 – Research Methods I					E
MSAT 6085 – Research Methods II					E
MSAT 6090 – Research Methods III					E
MSAT 6200 – Psychology of Sport, Injury, & Rehabilitation				E	I
MSAT 6300 – Orthopedic Assessment – Lower Extremity		E			
MSAT 6301 – Orthopedic Assessment – Upper Extremity		E			
MSAT 6350 – General Medical Conditions & Advances in AT		E			I
MSAT 6400 - Basic Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6401 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6431 - Orthopedic Taping, Wrapping, & Bracing	E		E	E	
MSAT 6450 - Basic Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6451 – Advanced Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6600 - Administration & Management in Athletic Training					E/M
MSAT 6700 - Advanced Diagnostic Imaging for AT		I			
MSAT 6999 - Critical Thinking for Musculoskeletal Injury Management					M

I = introduced, E = emphasized, M = mastery assessed

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Clinical Courses in MSAT Program					
MSAT 6500 - Introduction to Graduate Athletic Training	I			I	I
MSAT 6501 – Graduate Practicum I	M	M	M		
MSAT 6502 – Graduate Practicum II		M		M	
MSAT 6503 – Graduate Practicum III				M	
MSAT 6504 – Graduate Practicum IV				M	M

I = introduced, E = emphasized, M = mastery assessed

- iv. Web address for WSU catalog page AND any program webpages which provide a description of the program's curriculum, degree requirements, and course descriptions.

WSU Catalog page for MSAT Program:

http://catalog.weber.edu/preview_program.php?catoid=6&poid=2156&returnto=981

AT Programs – General Information:

<http://www.weber.edu/athletictraining>

MSAT Program – Information that pertains solely to the MSAT Program:

<http://www.weber.edu/athletictraining/graduateprograms.html>

MSAT Admissions Requirements:

<http://www.weber.edu/athletictraining/graduateadmissions.html>

MSAT Curriculum Requirements and Course Descriptions:

<http://www.weber.edu/athletictraining/graduatecurriculum.html>

b. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded:

In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. Contact that office at extension 8586 for assistance.

NOTE: the IR data below is collected in a manner which may not match departmental data on enrollment.

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Matriculated Students [IR]	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2012-13	33	24	73%	15	63%	30	2	14
2011-12	38	23	61%	17	74%	24	0	18
2010-11	16	16	100%	14	88%	19	1	7
2009-10	15	13	87%	9	69%	16	1	n/a
2008-09	13	12	92%	10	83%	7	0	n/a

- i. Enrollment History: (NOTE: MSAT students begin in the summer semester.)
- ii. Note: Matriculated = total number of enrolled students, not just the newly admitted cohort.

Academic Year	Number of Majors
2012-13	30
2011-12	23
2010-11	19
2009-10	16
2008-09	7

Academic Year	Faculty/Student ratios across program curr.
2012-13	1:6
2011-12	1:8
2010-11	1:6
2009-10	1:5
2008-09	1:2

NOTE: (All MSAT faculty also teach in the undergraduate Athletic Training and Athletic Therapy Programs. Also, a 4th FT AT Faculty member was added in 2012-13.)

- iii. Number of 3 cr. hr. (credit hour) graduate courses offered for the past five years:
(Data available in custom Crystal (Argos) Report – exclude all directed study, consulting project, thesis writing courses)

Academic Year	Summer	Fall	Spring
2012-13	2 (4)*	6 (8)*	5 (8)**
2011-12	4(3)****	6 (7)***	4 (7)**
2010-11	4(7)****	6 (1)***	6(7)**
2009-10	0	5(7)*	6(7)***
2008-09	2(3)**	2(4)*	3(4)***

- * 1 ea 1cr Course and 1 ea 2 cr course
 ** add'l 1 cr course
 *** 1 ea 2 cr course
 **** 2 ea 1 cr course and 1 ea 2 cr course

- iv. Mean 3 cr. hr. course enrollment per semester:

Academic Year	Summer	Fall	Spring
2012-13	17.5	14.85	15.4
2011-12	11.75	12.00	12.00
2010-11	8.00	9.67	10.00
2009-10	0	8.20	8.00
2008-09	5.00	9.00	8.00

Average time to degree completion (months): 23

- v. List any standardized test scores which are required for admission to the program (GRE, GMAT, etc.):
Are these scores waived under certain circumstances? Explain

A GRE test score is only required if GPA is below a 3.0.

The following information is from our Frequently Asked Questions webpage
([http://www.weber.edu/athletictraining/Frequently Asked Questions.html](http://www.weber.edu/athletictraining/Frequently%20Asked%20Questions.html))

“What is the minimum GRE score that you will accept?”

The GRE recently released a new scoring system, so listed below are the recommended minimums both on the prior and current scale:

Verbal Reasoning - 153 (500 prior scale)

Quantitative Reasoning - 144 (500 prior scale)

Combined - 297 (1000 prior scale)

It is possible that you may be admitted without meeting these minimum scores, but additional coursework may be required as a condition of admission.”

Note: In the first few years of the program, we did accept a couple of students with low verbal scores on the GRE, but required them to take an additional English course at WSU to refine their writing skills.

- vi. List all forms of English language competency tests or coursework (and minimum scores) required of international applicants:

The information below was updated for the 2013-14 catalog year. International MSAT applicants will now

have to meet higher minimum scores on their English proficiency exams. The Program Director had noticed that several international students who had met the minimum scores were unable to fully complete the interview due to a lack of English proficiency.

Additional Admission Requirements for International Students

All international students and any applicants educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit an official score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 563 (paper-based) or 223 (computer-based), or 85 (internet-based) has been earned. The MSAT also accept the International English Language Testing System (IELTS) - applicants may have an official score report sent to the MSAT Program Director which is not more than two years old and on which a minimum score of 6.5 has been earned.

- vii. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree for the recent past and over the next few years.

Initially, we expected low enrollments in the MSAT Program. The program could not be accredited until each MSAT course had been taught at least once. Therefore, the first three groups of applicants entered the program with the hope that it would be accredited prior to their graduation date. Once the program was accredited by the CAATE in 2010, the number of applicants and students enrolled continued to rise as was expected. However, the number of accredited entry-level master's degree programs nationwide continues to increase each year, which increased competition for potential students. When the MSAT program was proposed in 2007, the closest other similar program was 500 miles away in Montana and there were 15 programs nationwide. Currently, there are 26 programs nationwide that are accredited with many more in the planning or pre-accreditation phase. These include two in Idaho (University of Idaho and Idaho State University) which are currently accepting students.

The National Athletic Trainers' Association (NATA) Executive Committee on Education has formed a work group to make a recommendation regarding whether the professional (entry-level) athletic training degree should remain at the undergraduate level (with master's as an option) or be moved exclusively to the master's level. Once this report is completed (likely in December of 2013), it will be distributed to the Boards of Directors for the NATA, the Board of Certification, and the CAATE. Many expect to see the professional degree be moved exclusively to the graduate level, but this is only speculation at this time and the timeline is uncertain.

However, should this change take place, it is expected that a large number of undergraduate programs will transition to professional master's degree programs, which could have a variable effect on admissions. Initially, the undergraduate programs will stop accepting new students (depending on the timeline implemented), and there will be a limited number of accredited graduate programs. During that time, we expect to see increased enrollments. However, once a large number of professional graduate programs have been developed and accredited, it is expected that the WSU MSAT application rate may plateau or decrease.

c. Student profile

i. Please provide information on the entering class for each of the past 5 years:

Entering Class	Ave. GRE	Ave. GPA (undergrad)	Ave. Post-Undergrad. Work Experience (months)
2012-13	1140	3.36	NA*
2011-12	1115	3.29	NA*
2010-11	1039	3.0	NA*
2009-10	1007	3.1	NA*
2008-09	930	3.1	NA*

**Note: Students are not expected to have any AT experience prior to entering the MSAT program and becoming Certified Athletic Trainers. Most states prohibit practicing athletic training prior to certification and licensure. Many have internship/observation hours during and/or after their undergraduate program of study, but this is not required for admission.*

ii. Top five undergraduate majors represented in your program:

1. Exercise Science
2. Kinesiology
3. Biology
4. Physical Education
5. Other health sciences

iii. Top five employers of your students pre- and/or post-graduation:

1. High Schools
2. Rehabilitation Clinics
3. Professional Sports Teams

4. University Athletics
5. Orthopedic Physician's Offices

iv. *List the most common career fields represented among your students:*

The vast majority of the MSAT graduates are employed as athletic trainers in the settings mentioned in the previous section. However, a few have gone on to pursue professional degrees/certifications in other fields as a physician's assistant and registered dietician.

v. *Does your program provide career placement services: Describe:*

Yes. The MSAT Program Director (PD) teaches the MSAT 6600 course (Administration and Management in Athletic Training), which includes assignments/practice related to writing cover letters and resumes, and interview skills, including how to navigate the Career Center at the national convention. In addition, the Program Director shows students where Athletic Training jobs are regularly posted and distributes job postings during the students' final spring semester and the summer following that semester. The Program Director has also established a Facebook page for the alumni where jobs in Utah are posted by the PD. In addition, alumni also post job openings in their regions.

vi. *List any recent awards, honors or recognition received by your students.*

One MSAT student is recognized at the end of each spring semester for recognition at the Department of Health Promotion and Human Performance Award Banquet as the Outstanding Graduate. This is determined by: 1) cumulative MSAT GPA, 2) research and/or presentations, 3) internships, community service, and/or other professional service, 4) club leadership (in the Graduate Athletic Training Student Organization (GATSO)), and 5) professionalism.

MSAT students are in bold.

September 2013: An MSAT student published her master's thesis in a research journal.

Dawson M., Hamson-Utley JJ, Hansen RA, Olpin M. (in press 2013). Validating the Effectiveness of Psychological Strategies through Physiological Markers. Journal of Athletic Training, x(x), x-xx.

July 2013: Two MSAT students received a research grant from the National Athletic Trainers' Association Research and Education Foundation.

Effect of Salted Ice Bags on Surface and Intramuscular Tissue Cooling and Rewarming Rates

Hunter E, Crowley C. Faculty mentors: Ostrowski J, Herzog VW. (\$969.65)

June 2013: **Brent Marshall** – awarded the L.F. Tow Diehm, Entry –Level Scholarship from the Rocky Mountain Athletic Trainer's Association (\$2,200).

May 2013: **Eric Hunter** – awarded an academic scholarship from Delta Airlines (\$3,000).

June 2013: Several MSAT students presented their research at the National Athletic Trainers' Association Annual Meeting and Clinical Symposia in Las Vegas, NV.

A Comparison of Static Stretching Versus Combined Static and Ballistic
Blackhurst NR, Herzog VW, Peterson JC

Examining the Effects of Six Relaxation Modalities on a Subjective Measure of Stress in College Students
Bryson H, Eisenbarth C, **Wagstaff J**, Hamson-Utley JJ, Olpin M

The Effectiveness of the Flipped Classroom Model on Orthopedic Evaluation Coursework: A Longitudinal Review of Examination Scores
Eads AW, Hamson-Utley JJ, Stiller-Ostrowski JL

An investigation of concussion-related neuroproteins in collegiate athletes: a comparison of gender differences in high-risk sports
Hamson-Utley JJ*, Schulte S†, Hansen RA*, **Rink D***, **Glodowski C***, Donahue MS*, Bass JA*, Podlog L†, Scharmann S‡, Schmolesky M*, Fowler L*, Ashley A*: *Weber State University, Ogden, UT, †University of Utah, Salt Lake City, UT, ‡Porter Family Clinic, Ogden, UT

Exploratory analysis of a Rapid Sideline screening test for Concussion: a comparison of gender and sport type baselines in college and elite athletes using the King-Devick Test iPad App
Hunsaker A, Hamson-Utley JJ, Vlahos TM, **Glodowski C**, **Stromswold KJ**, **Marshall B**, Donahue MS, Mossbarger G

An investigation of mTBI-related neuroproteins: a longitudinal comparison of pre-season levels in collegiate football athletes
Siepert H*, Hamson-Utley JJ*, Howell A*, Hansen R, Schulte S†, Donahue MS*, **Rink D***, Bass JA*, Podlog L†, Light MM*, Fowler L*: Weber State University, Ogden, UT, †University of Utah, Salt Lake City, UT

Peer-assisted Learning in an Orthopedic Evaluation Flipped Classroom Course: The Effectiveness of Peer-assisted Learning with Podcast Remediation
Yamasaki C, Hamson-Utley JJ, **Eads A**, Stiller-Ostrowski JL, **Marshall B**

Feasibility of Using CRP as a Biomarker to Evaluate Concussions in Division I Collegiate Football Athletes

Stroud JJ, Hunsaker A, Hansen R, Hamson-Utley JJ

The Effects of Resistance Bands on Barbell Squat Technique

Huffield A, McGladrey B

April 2013: A graduate student published his master's thesis in a research journal.

Cox R, Herzog VW. The Effect of Pointe Shoe Toe Box Shape on Proprioception in Novice Ballet Dancers. Internet Journal of Allied Health Sciences and Practice. 2013;11(2).

February 2013: A graduate student presented at a conference with a faculty member.

Donahue M., **Eads A**, Hamson-Utley JJ. Connecting with Students: The Use of Hand-Held Interactive Whiteboards. Accepted for presentation at the 5th Annual Conference on Higher Education Pedagogy, Blacksburg, Virginia, February 2013.

October 2012: A graduate student presented at a conference with a faculty member.

Hamson-Utley JJ, **Eads A**. (2012). The Effectiveness of Blended Learning in Medical Evaluation Coursework. Presented at SLOAN-C 18th International Conference on Online Learning, Orlando, Florida, October 2012. <http://sloanconsortium.org/conference/2012/aln/effectiveness-blended-learning-medical-evaluation-coursework-longitudinal-examin>

Summary Information: The master's thesis/research project is one of the strengths of the MSAT program and distinguishes it from most other professional master's degree programs in athletic training. It has created many opportunities for our graduate students and faculty to engage in research together and present/report these findings at professional conferences and in journals.

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes

At the end of their study at WSU, students in this program will be proficient in:

1. Educating participants and managing risk for safe performance and function. (Injury/Illness Prevention and Wellness Protection)
2. Implementing standard evaluation techniques and formulating a clinical impression for the determination of a course of action. (Clinical Evaluation and Diagnosis)
3. Employing standard care procedures and communicating outcomes for efficient and appropriate care of the injured. (Immediate and Emergency Care)
4. Reconditioning participants for optimal performance and function. (Treatment and Rehabilitation)
5. Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well-being. (Organizational and Professional Health and Well-being)

Summary Information (as needed): None

Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major				
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Goals Linked to Learning Outcomes	Interpretation of Findings (did you or did you not meet the goal in the previous column. Include data here)	Action Plan/Use of Results (if you didn't meet your goal, how are you going to make changes. If you did meet the goal, just put no changes necessary at this time)
Learning Outcome 1.A: Students will educate participants and manage risk for safe performance and function.	Measure 1: MSAT 6500 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6431 – Comprehensive Written Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6431 – Comprehensive Oral/Practical Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6501 – Comprehensive Written Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 94% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time
	Measure 5: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 5: 90% of students will earn an 70% or better on the exam	Measure 5: 100% of students earned a 70% or better.	Measure 5: No curricular or pedagogical changes needed at this time

Learning Outcome 2.A: Students will implement standard evaluation techniques and formulate a clinical impression for the determination of a course of action.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 94% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6502 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6502 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time
Learning Outcome 3.A: Students will employ standard care procedures and communicate outcomes for efficient and appropriate care of the injured.	Measure 1: AT 2300 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 2300 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6501 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 94% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time

Learning Outcome 4.A: Students will recondition participants for optimal performance and function.	Measure 1: MSAT 6503 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6503 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6504 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6504 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better, but one student had to repeat the exam once to pass.	Measure 4: No curricular or pedagogical changes needed at this time
Learning Outcome 5.A: Students will understand and adhere to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.	Measure 1: MSAT 6600 – Comprehensive Final Written Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6999 – Critically-Appraised Topic Research paper	Measure 2: 90% of students will earn an 70% or better on the paper	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 6.A: Students will successfully pass the Board of Certification (BOC) Athletic Training exam.	Measure 1: First time pass-rate on the BOC exam (Exam reports sent directly to the program from the BOC each year)	Measure 1: The first time BOC exam pass rate for the students will meet or exceed the national average.	Measure 1: The first-time pass rate for the MSAT program was 93% compared to the national average of 81%. (See detailed exam report below)	Measure 1: No curricular or pedagogical changes needed at this time. However, based on the recommendation by Graduate Council, the BOC Prep class (MSAT 6998) is now required.

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed): See chart below for 3-year BOC exam pass rates.

Board of Certification (BOC) Exam Pass Rates:

	2010-11	2011-12	2012-13	3 year aggregate
Number of students graduating from MSAT program	11	8	13	32
Number of students graduating from MSAT program who took the BOC exam	11	8	13	32
Number of students who passed the examination on the first attempt	10	8	12	30
Percentage of students who passed the examination on the first attempt	90.91%	100%	92.31%	93.75%
Number of students who passed the examination regardless of the number of attempts	11	8	13	32
Percentage of students who passed the examination regardless of the number of attempts	100%	100%	100%	100%

Evidence of Learning: High Impact or Service Learning

Evidence of Learning: Clinical Experiences and Service Learning					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Students will...	Direct and Indirect Measures*			
Goal 1: Students will gain clinical experience in a variety of settings with varying populations.	Learning Outcome 1.A: Each graduating student will have gained clinical experience with football, men's teams, women's team, high risk sports, low risk sports, high school sports, an out-patient rehabilitation clinic, and a general medical clinic.	Measure 1: Student clinical experience logs document that each category has been met by each student.	Measure 1: 100% of students will gain clinical experience in every category.	Measure 1: 100% of graduates gained clinical experience in every category.	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2: Each clinical instructor will evaluate each student and verify their attendance and hours at the clinical rotation site.	Measure 2: 100% of students will be evaluated satisfactorily by their preceptors.	Measure 2: 100% of students were evaluated by satisfactorily by their preceptors.	Measure 2: No curricular or pedagogical changes needed at this time
Goal 2: Students will complete service learning hours each semester in the setting of their choice.	Learning Outcome 2.A: Each graduating student will have completed a minimum of 50 service learning hours.	Measure 1: Service learning hours logs (signed by their clinical supervisor) and reflections will verify these hours.	Measure 1: At least 90% of students will have completed a minimum of 50 service learning hours.	Measure 1: 100% of students completed a minimum of 50 service learning hours.	Measure 1: No curricular or pedagogical changes needed at this time

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed): None

E. Academic Advising

Advising Strategy and Process

In the Master of Science in Athletic Training, the academic advising is primarily done by the Program Director. This is fairly simple, because the students progress through the MSAT program as a cohort. However, the Program Director will advise students regarding which pre-requisite courses to take when if they have not been completed prior to beginning the MSAT program. In addition, the Program Director will advise students of other courses that may help them achieve their career goals such as EMT certification courses or other certification courses offered off campus.

The Program Director also checks each student's grades each semester, placing students on probation and/or meeting with the student to discuss any concerns as necessary. Two students requested leaves of absence from the program. Both were granted, and the students successfully completed the program based on a revised program of study.

Graduate students are contacted prior to each semester to inform them of which courses they need to register for. Students who still need to complete pre-requisite courses are contacted individually to remind them of when these classes should be taken. All students are encouraged to meet with the program director if they have questions or would like to discuss their academic and/or career plan. Many students also meet with the program director to discuss optional summer internships.

Effectiveness of Advising

The effectiveness of the advising has not been formally assessed. The faculty are not aware of any complaints regarding academic advising of the graduate students. As mentioned previously, some students have taken leaves of absences and completed the program based on a revised, mutually agreed-upon timeline.

Past Changes and Future Recommendations

The MSAT faculty continually updates curriculum and advisement tools to assist students in successful completion of degree requirements. When program changes are made, accommodations are in place so students can complete their program based on their catalog year. Advisement will continue to be progressive, include technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs.

F. Faculty and Teaching

- a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):
- b. Faculty Demographic Information – list all faculty who teach in the program:

Name	Home Dept	Title/Qual	Type (tenure, tenure track, contract or adjunct)	Years of teaching	Gender	Ethnicity
Valerie Herzog, EdD, LAT, ATC	HPHP	Associate Professor	Tenured	9 – WSU 14 - total	F	Caucasian
Jordan Hamson-Utley, PhD, LAT, ATC	HPHP	Assistant Professor	Tenure track	5 – WSU 15 - total	F	Caucasian
Jennifer Ostrowski, PhD, LAT, ATC	HPHP	Assistant Professor	Tenure track	1 – WSU 5 - total	F	Caucasian
Matthew Donahue, PhD, LAT, ATC	HPHP	Assistant Professor	Tenure track	1 – WSU 5 - total	M	Caucasian
Robert Walker, PhD	Radiology	Professor	Tenured	32- WSU	M	Caucasian
Joel Bass, MS, LAT, ATC	HPHP	Head Athletic Trainer	Adjunct	18 – WSU 21 - total	M	Caucasian
Nancy Weir, MS, LAT, ATC	HPHP	Assistant Athletic Trainer	Adjunct	25 – WSU & total	F	Caucasian

c. Faculty compensation:

- i. Overload per course: Standard - \$900/credit hour

Is this adjusted for enrollment? No

Explain: MSAT courses are capped at 20 students, so there is no need to compensate faculty for large enrollments.

- ii. Departmental cost per course (if any) associated with in-load teaching (e.g. supplemental pay, replacement adjunct hires, etc.):
N/A

- iii. Percentage of graduate courses taught in most recent academic year (2012-13):

Our department does not typically distinguish which courses are in-load vs. overload unless something is taught in a format that will be covered by Continuing Education, which could be undergraduate or graduate courses. More often, these tend to be undergraduate courses.

In the 2012-13 academic year, an average of 14.4 credits of overload was taught by the four full-time faculty for an average of 3.6 overload credits per semester per faculty member. Two adjunct faculty also taught MSAT courses. The greatest strain was on the undergraduate program, which had a majority of the courses in the major taught by adjunct faculty. In the fall 2013 semester, the faculty submitted a proposal for a fifth full-time, tenure-track faculty member in AT/MSAT. This was approved in October of 2013 and the search commenced in November 2013. This additional faculty member is expected to begin in the Fall 2014 semester.

- iv. *Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.*

The MSAT Program follows the WSU policy in PPM 4-6 under Faculty Load:

“Directed Readings, Special Problems, Individual Studies and Research Studies

The instructor accrues one-fourth credit hour of teaching load for each student credit hour supervised. During any semester of the academic year, no more than three credit hours of teaching load may accrue in this area.”

In MSAT 6085 and 6090 (Research Methods II and III, respectively), each MSAT student registers under their thesis advisor for 3 credit hours. Based on the formula in the PPM above, if a faculty member advises 4 students in a given semester at 3 credits each, this is a total of $12 \text{ SCH} / 4 = 3$ credits of load. This is the maximum awarded to any faculty member in a semester for supervising graduate student research. Faculty members typically accept no more than 4 graduate research students.

- d. Programmatic/Departmental Teaching Standards
- i. The content in each MSAT course is standardized to ensure that all of the Athletic Training Education Competencies (5th edition) are taught. In addition, the course packets for each of the Graduate Practicum courses (MSAT 6501, 6502, 6503, and 6504) are standardized to ensure students review all of the content from all of the competencies and demonstrate proficiency in every content area. Students must successfully demonstrate proficiency in every skill area in order to receive a passing grade in the graduate practicum courses.
 - ii. Every 3-4 years, or when there is a new instructor for a particular course, the competencies assigned to the course are reviewed by both the program director and course instructor. If needed, competencies are shifted to different courses.
 - iii. The program faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committee's review faculty according to policy in their second and fifth year. Department and college ranking tenure and evaluation committees review faculty in their third and six years, also according to policy.
 - iv. Faculty teaching schedules are determined by the department chair in consultation with the program director and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students using ChiTester (online testing software) and compared to program and department standards and averages. Results include student commendations and recommendations. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years and is currently be reevaluated by a department student survey committee.

e. Faculty Qualifications

- i. Each faculty member is highly qualified to teach in this program. A summary of the current faculty is shown in the table below. Adjunct faculty must meet the department minimum qualifications to teach in the department and program. This includes holding a master's degree and a professional license in their content area. A doctoral degree is required to teach MSAT courses. However, two adjunct faculty with master's degrees teach selected courses within the MSAT program and are considered qualified to do so based on 20+ years of both clinical experience in the field of athletic training and 20+ years of university teaching experience.

Faculty & Staff (2012-13 academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4	0	1
Number of faculty with Master's degrees	0	0	2
Total	4	0	3

f. Evidence of Effective Instruction

i. Regular Faculty

Results of end of course/instructor evaluations conducted on ChiTester are included in each faculty member's professional housed in the College Dean's office. Support files are housed in the faculty member's office in the Swenson Building and end of course evaluation results are housed on ChiTester and electronically by the department.

ii. Adjunct Faculty

When adjunct faculty members are used to teach a course, they use a department approved course syllabus, follow the guidelines outlined in their semester teaching contract, have access to a college adjunct faculty handbook, undergo student and at times peer evaluation, and adopt standardized courses when applicable. The results of evaluations are housed in the department chair's office or through WSU secure department cloud document storage.

Mentoring Activities

Faculty members within the program are mentored by the department chair, program director, and other faculty within the diverse HPHP department. Adjunct instructors are mentored by a faculty member most familiar with the course taught by the adjunct.

Diversity of Faculty

The full-time faculty includes three female and one male, all Caucasian. The department and program aspire to have diversity within the faculty but have had small applicant pools since the inception of the program. However, in every faculty search, tie-breaker points are awarded for cultural/ethnic diversity.

Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated annually via peer review and review of end of course evaluations. The typical schedule after hire as a tenure track assistant professor is:

- 2nd year: peer review of teaching by committee and Department Chair review
- 3rd Year: formal tenure rank and evaluation committee review
- 5th year: peer review of teaching by committee
- 6th Year: formal tenure rank and evaluation committee review
- if tenure and rank advancement was granted
- 11th year: eligible for full-professor promotion or post-tenure review
- Every five years: post-tenure review

All full-time Graduate Athletic Training faculty attend professional conferences each year. These conferences vary based on the faculty member's expertise, but typically include conferences focused on athletic training, psychology, and/or teaching/pedagogy. Funding for these conferences comes from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG), WSU College of Education Endowment grants, WSU Dept. of Health Promotion and Human Performance travel funds, and AT Concurrent Enrollment funds. The faculty also regularly attend teaching workshops on campus provided by the Teaching and Learning Forum. As needed, the faculty also attend trainings offered through WSU Training Tracker, such as Google apps and ChiTester.

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff: The department currently has two non-exempt staff secretaries (Danielle Orozco and Jackelyn Luther) along with three exempt staff personnel including one advisor (Sherrie Jensen), one human performance lab coordinator (Tim Ruden) and one internship coordinator (Heather Hunter). The college also employs a recruiter (Nate Alexander) who assists with recruitment for the HPHP department programs.

- i. Ongoing Staff Development: Department staff members are extended opportunities for WSU development including travel to appropriate professional conference, WSU specific trainings through training tracker, and enrollment in WSU courses. Each staff member regularly attends such trainings and takes advantage of development opportunities.

Adequacy of Administrative Support: Prior to this academic year (2013-2014) the department was understaffed and needed additional secretarial assistance and internship coordinator assistance. The second department secretary was hired April 1, 2013 and the internship coordinator was hired August 12, 2013. The department and program has benefitted from improved support from the Dean and Provost.

Adequacy of Facilities and Equipment: The department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. Faculty members along with some staff members write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals.

The AT Programs have a 1500 ft² Athletic Training Laboratory Classroom (Room 315) including a 500 ft² Hydrotherapy Room which houses the SwimEx Hydrotherapy Pool. The classroom contains approximately \$75,000 in state-of-the art therapy equipment including two different lasers, two different shortwave diathermy units, a lumbar/cervical traction unit, and a variety of electrical stimulation/ultrasound combination units. There is also a large variety of rehabilitation equipment and supplies, general medical assessment tools, and taping/bracing supplies.

The program also utilizes Room 229 in the Swenson Building which has both a classroom area as well as a large open area. The open area is used for practicing first aid/CPR skills, spineboarding, orthopedic assessment, and basic rehabilitation techniques.

Adequacy of Library Resources: The Stewart Library information resources and services on multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and met student and faculty needs. The library website (<http://library.weber.edu>) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the program. Additionally, the librarian meets faculty classes when invited in scheduled teaching rooms within the library and provides electronic resources for specific classes taught when requested. The resources adequately met the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials.

Most recently, the library purchased a full-sized skeleton with muscle origins and insertions to keep on reserve in the library for students.

H. Relationships with External Communities

Description of Role in External Communities

The MSAT program fosters enduring relationships with several organizations and agencies to meet the program mission. The details related to this external community involvement are outlined below and in Appendices E and F. Program faculty members build and maintain relationships with external communities primarily through student clinical rotation experiences. The CAATE mandates that students have experience in working with patients in various settings (including collegiate, high school, clinical, hospital), therefore the program works to develop a large network of clinical rotation sites for our students. The program Clinical Education Coordinator (Dr. Matthew Donahue) cultivates these relationships, creates affiliation agreements, trains preceptors (individuals who will be instructing and supervising our students), and conducts annual site visits and evaluations.

All of the program faculty members are involved in professional organizations at the state, regional, and National levels (see the table below).

Table: Faculty Involvement with Various Organizations

Faculty	Role & Organization	Level
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	Members: National Athletic Trainers' Association (NATA)	National
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	Members: Rocky Mountain Athletic Trainers' Association (RMATA)	Regional
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	Members: Utah Athletic Trainers' Association (UATA)	State
Matthew Donahue	Board of Certification Exam Development Committee	National
Matthew Donahue	Journal Reviewer: Journal of Athletic Training	National
Matthew Donahue	Journal Reviewer: Athletic Training & Sports Health Care	National
Valerie Herzog	Vice President: Utah Athletic Trainers' Association	State
Valerie Herzog	District 7 Representative: NATA Governmental Affairs Committee	National

Valerie Herzog	NATA Executive Committee for Education – Professional Education Primary Workgroup	National
Valerie Herzog	Site Visitor and Site Visit Review Team: Commission on Accreditation of Athletic Training Education (CAATE)	National
Valerie Herzog	BOC Athletic Training Regulatory Conference Committee	National
Jennifer Ostrowski	Journal Reviewer: Internet Journal of Allied Health Sciences & Practice	National
Jennifer Ostrowski	Journal Reviewer: Research in Sports Medicine	National
Jennifer Ostrowski	Journal Reviewer: Rehabilitation Research and Practice	National
Jennifer Ostrowski	Journal Reviewer: Journal of Athletic Training	National
Jennifer Ostrowski	Journal Reviewer: Athletic Training Education Journal	National
Jennifer Ostrowski	Journal Reviewer: Journal of Sport Rehabilitation	National
Jordan Utley	APA, Division 47 (Sport Psychology division)	National
Jordan Utley	Association for the Applied Sport Psychology (AASP)	National
Jordan Utley	Publishing Chair, NATA Executive Committee on Education	National
Jordan Utley	Journal Reviewer: Journal of Athletic Training	National
Jordan Utley	Journal Reviewer: Athletic Training Education Journal	National
Jordan Utley	Journal Reviewer: International Journal of Athletic Therapy & Training	National
Jordan Utley	Journal Reviewer: Medicine & Science in Sports & Exercise	National
Jordan Utley	Journal Reviewer: Internet Journal of Allied Health Sciences & Practice	National
Jordan Utley	Textbook Reviewer for Cengage Publishers	National
Jordan Utley	Textbook Reviewer for F.A. Davis Publishers	National
Jordan Utley	Textbook Reviewer for Holcomb Hathaway Publishers	National

Summary of External Advisory Committee Meetings

The MSAT Program does not have a formal external advisory committee, but does meet on at least an annual basis with Dr. Stephen Scharmann, who serves as the Medical Director for the academic program. On September 20, 2013, three of the MSAT faculty, including the program director, met with Dr. Scharmann to ascertain his feedback on the program. We discussed his medical residents who serve as preceptors for our students during their general medical rotations including how to improve the experience for the students to ensure they meet their learning objectives. We also discussed some of our current research studies and Dr. Scharmann put us in touch with one of his resident physicians who would like to assist with the data collection. Our last topic explored ways to better involve our students in the weekly medical clinics in the Stadium Athletic Training room where the physicians see varsity athletes. This discussion is still ongoing with the Head Athletic Trainer and the Clinical Education Coordinator to determine the best way to facilitate these interactions.

I. Results of Previous Program Reviews

- a. N/A – This is the first Program Review that has been conducted for the Master of Science in Athletic Training Program. However, in 2010, the MSAT Program was formally reviewed and accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program received zero non-compliances, but the site visitors did make recommendations to further strengthen the program. Those are identified below.

Problem Identified	Action Taken	Progress
Recommendation 1: Be cognizant of the size of clinical facilities and number of students assigned to each rotation.	Additional clinical rotation sites were added to allow smaller numbers of students to be assigned to each site.	The number of students assigned to each rotation has decreased, but we continue to seek out additional, quality clinical rotation sites.
Recommendation 2: Continue to support release time for the program director.	The program director was already receiving this release time, so no changes were required.	The program director continues to receive 3 credits release time per semester for administrative duties related to this position.
Recommendation 3: Revisit the sequencing of curriculum and distribution of competencies and proficiencies to allow for more student involvement earlier in the clinical education plan.	The modalities courses (MSAT 6400 and 6401) were each moved to a slot one semester earlier in the course sequence. This allows students to practice these skills at their clinical rotations sooner in the program. The general medical course (MSAT 6350) was pushed to a later semester to keep the load each semester evenly distributed.	This change began with the MSAT cohort that began the program in 2011.
Recommendation 4: Continue to create opportunities for ACI (Approved Clinical Instructor, now referred to as a preceptor) and student interactions during clinical rotations.	The students were already assigned three-four clinical rotations per year with a preceptor. Students also already have several clinical proficiencies that must be completed with their preceptor at this rotation. No changes necessary.	No changes were needed, but the faculty are mindful that these interactions are valuable and will maintain them.

<p>Recommendation 5: Increase student exposure to other allied health professions through the classroom setting.</p>	<p>In the General Medical course (MSAT 6350) the students receive instruction from several different types of healthcare professionals including a registered pharmacist, a dentist, and MDs and DOs with varying specialties such as dermatology, cardiovascular conditions, gynecology, neurology, etc. In addition, the students tour the medical facilities at McKay-Dee Hospital. The MSAT program also added a new course in 2011, Advanced Diagnostic Imaging for the Athletic Training Profession (MSAT 6700). This is taught by the chair of the Radiology program at WSU and further exposes MSAT students to other allied healthcare professions.</p>	<p>Most of these elements of the program were already in place at the time of the accreditation site visit. However, the MSAT 6700 course (Advanced Diagnostic Imaging for the Athletic Training Profession) was added as a requirement for the cohort that began the MSAT program in 2011.</p>
<p>Recommendation 6: As the program continues to mature and increase in size, continue to support the need for additional faculty resources and facility resources.</p>	<p>In 2011, approval was granted to hire a 4th full-time, tenure track faculty member in Athletic Training. In 2013, approval was granted to hire a 5th full-time, tenure track faculty member in Athletic Training.</p>	<p>The 4th full-time, tenure track faculty member was hired and began their appointment in the Fall 2012 semester. The 5th full-time, tenure-track faculty member search began in November 2013. This faculty member is expected to begin their appointment in the Fall 2014 semester.</p>

Summary Information (as needed): The MSAT Program is currently preparing the self-study for reaccreditation by the CAATE. It is due on July 1, 2014 and the accreditation site visit will occur during the 2013-14 academic year.

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

N/A: All outcomes were achieved. No curricular or pedagogical changes are needed at this time.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1: MSAT faculty consistently teach overload to cover all of the AT and MSAT courses.	Current 5 Year Program Review: As mentioned previously, approval has been granted to hire a 5 th full-time, tenure track faculty member in Athletic Training. The search will commence in November 2013 and the new faculty member will begin their appointment in the Fall 2014 semester.
	Year 1 Action to Be Taken: Reduce the amount of overload taught by MSAT faculty.
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed): None.

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final grades for all classes including final written and final oral/practical exam scores (spreadsheet from Blackboard/Canvas)	1A-5A	End of each semester	Electronic copies stored on Program Director's computer
BOC Exam Report	6A	Sent directly to Program Director 1x/year from the BOC ¹	Program Director's File Cabinet in office.
Clinical hours logs	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Clinical evaluations	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Service Learning hours logs	Service Learning	End of each semester	Program Director's File Cabinet in office, in each student's file.

Summary Information (as needed)

1. The CAATE Accreditation modules are now completely online and linked to the BOC exam reports. This allows the program director to verify each student's performance on the BOC exam.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Masters of Athletic Training	2008-09	2009-10	2010-11	2011-12	2012-13
Student Credit Hours Total ¹	206	357	597	789	821
Student FTE Total ²	10.30	17.85	29.85	39.45	41.05
Student Majors ³					
	7	16	19	24	30
Program Graduates ⁴					
Masters Degree			7	18	14
Student Demographic Profile ⁵					
Female	4	7	7	9	9
Male	3	9	12	15	21
Faculty FTE Total ⁶	0.59	1	2.58	2.26	
Adjunct FTE	0.1	0	1.58	0.31	n/a
Contract FTE	0.49	1	1	1.95	n/a
Student/Faculty Ratio ⁷	17.46	17.85	11.57	17.46	n/a

	2008-09	2009-10	2010-11	2011-12
instfte	0.1	0	1.58	0.31
DavisCnt		0	0	0
208XXX		0	0	0
	0.1			

Note: Data provided by Institutional Research

Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

Student FTE Total is the Student Credit Hours Total divided by 20.

Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year.

Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

Student Demographic Profile is data retrieved from the Banner system.

Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year.

Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Summary Information (as needed): None.

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Valerie Herzog	Female	Caucasian	Associate Professor	Tenured	EdD	9 - WSU 14 – total	Rehabilitation, Modalities, Management, Research
Jordan Hamson-Utley	Female	Caucasian	Assistant Professor	Tenure-track	PhD	5 – WSU 15 - total	Sport Psychology, Orthopedic Assessment
Matthew Donahue	Male	Caucasian	Assistant Professor	Tenure-track	PhD	1 – WSU 5 - total	Modalities, Research
Jennifer Ostrowski	Female	Caucasian	Assistant Professor	Tenure-track	PhD	1 – WSU 5 - total	Modalities, Orthopedic Assessment, Sport Psychology
Joel Bass	Male	Caucasian	Adjunct	Contract only/non-tenure track	MS	18 – WSU 21 - Total	Orthopedic taping/bracing, Emergency Medical Response
Nancy Weir	Female	Caucasian	Adjunct	Contract only/non-tenure track	MS	25 – WSU 25 - Total	General Medical conditions, modalities
Robert Walker	Male	Caucasian	Professor	Tenured	PhD	32 – WSU 32 - total	Radiology

Summary Information (as needed): None

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Heather Hunter	F	Caucasian	Internship Coordinator	<1	Coordinate, implement, organize, and balance daily operations and office functions of the departmental related to internships, cooperative work experiences, and clinical sites. Team player with department faculty, students, student workers, and exempt and non-exempt staff co-workers.
Sherrie Jensen	F	Caucasian	Advisement Coordinator	9 in current position, 15 years at WSU	Student advisement, knowledge of department and program careers and degree requirements, referral to faculty and campus entities, use WSU systems such as CAT tracks and canvas. Tracking and managing data.

Jackelyn Luther	F	Caucasian	Secretary/Administrative Assistant	<1 year	Budget, purchasing, general office management, document preparation, WSU systems, customer service, scheduling, tracking and managing data etc.
Danielle Orozco	F	Caucasian	Secretary/Administrative Assistant	2 years	Class schedules, document preparation, purchasing, general office management, WSU systems, customer service, scheduling, tracking and managing data etc.
Lisa Pedersen	F	Caucasian	Building Coordinator	2 years in current position, 10 years at WSU	Event coordination, scheduling, student employee supervision, purchasing, general office management, WSU systems, customer service, and other.
Timothy Ruden	M	Caucasian	Human Performance Lab Coordinator	17 years	Human performance lab functioning, research, technology, purchasing, customer services, and other.

Summary Information (as needed): Heather Hunter began as Internship Coordinator in the Fall 2013 semester.

Appendix D: Financial Analysis Summary

Master of Science in Athletic Training					
Cost	08-09	09-10	10-11	11-12	12-13
Direct Instructional Expenditures	41,242	75,517	116,506	83,175	142,599
Cost Per Student FTE	4,004	4,231	3,903	2,108	3,474

Funding	08-09	09-10	10-11	11-12	12-13
Appropriated Fund	26,713	48,912	75,461	53,873	92,361
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	14,530	26,605	41,045	29,303	50,238
Total	41,242	75,517	116,506	83,175	142,599

Note: Data provided by Provost's Office

Summary Information (as needed): None.

Appendix E: External Community Involvement Names and Organizations

FACILITY NAME	CONTACT PERSON
Bear River High School	Teresa Ingram
Ben Lomond High School	Jeff Speckman
Body Tune Physical Therapy	Korryn Wiese
Bonneville High School	Brady Howe
Calton-Harrison Clinic	Nikki Dean
Clearfield High School	Craig Allen
Felt-Spencer Physical Therapy/Mountain Land PT	James Felt
IHC Workmed	Dr. Robert Adams
IHC North Ogden Clinic	Dr. Kurt Flinders
Intermountain Layton Clinic	Dr. David K. Tensmeyer Dr. Adam Nebeker Dr. Johnnie Cook
Julie Knighton Physical Therapy	Julie Knighton
Layton Christian Academy	Jessica Burningham
Morgan High School	Kelly Toomer
Mountain Land Physical Therapy, Clinton	Mark Flinders
Mountain Land Physical Therapy, Kaysville	Gillian McGeorge
Mountain Land Physical Therapy, Layton	TBA
Mountain Land Physical Therapy, Ogden	Nylin Johnson
Mountain View Orthopedics and Sports Medicine	Dr. Bruce E. Thomas Scott Ford
Northridge High School	Leigh Otis
Ogden High School	Michelle Dawson
Ogden Clinic Sports Medicine and Physical Therapy	Jon Rhodes
Olympus High School	Michael Everett
Porter-Dee Family Practice	Dr. Stephen D. Scharmann
Real Salt Lake MLS Team	Tyson Pace
Roy High School	Ryan Renkiewicz
South Ogden Center for Family Medicine	Michael Severance
Stewart Rehabilitation	Tres Ferrin
Sundance Physical Therapy	Talon Bird Kalene Collard Clay Sniteman
Syracuse High School	Robert Shelton
Tanner Family Clinic, Layton	Dr. Rachel Hobbs
Tanner Family Clinic, Syracuse	Dr. Ryan Stewart
Utah Blaze Arena Football	Joel Noland
Utah Orthopedics	Kelly Toomer Jessica Burningham

Utah Physical Therapy	Chad J. Tenney
Viewmont High School	Melanie Green
Weber High School	Jamie Stireman
Westminster College	Kirsten Astle Rick Hackford

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
Julie Knighton, PT	\$4,000 (spine AP curve analyzer)	Donation

Appendix G: Moyes College of Education Adjunct Semester Contract

November 21, 2012

Name
Address
City, UT, Zip

Dear XXXX,

I am pleased to offer you an appointment as Adjunct Instructor in the Department of Health Promotion and Human Performance (HPHP) for the Spring 2013 semester. This appointment is effective from January 7 to April 25, 2013, inclusive. You will be paid a total of \$XXXX dollars contingent upon sufficient class enrollments at the end of the third week of class [or if your online course has an enrollment greater than 25, you will be paid at the rate of \$105 per student (for a 3 credit hour class) enrolled at the end of the third week of class, or you will be paid at the rate of \$35 per credit hour per student enrolled at the end of the third week of class]. Following receipt of this signed agreement, you will be paid in equal installments in accordance with the University's payment schedule (a copy of which may be obtained from the payroll office). All payments are made using direct deposit; so be sure you have an up-to-date direct authorization form on file or make other arrangements with the payroll office.

1. Your acceptance of this appointment signifies your readiness to:
 - A. Teach the following course(s) at the times notes: Course Abbreviation, Course #, CRN: (XXX Campus, room #), Days of the week, time
 - B. Submit your class syllabus to the department secretary at least 2 weeks prior to the first day of class or within seven days from the execution of this agreement. The HPHP required syllabus is available online at: www.weber.edu/HPHP/AdjunctFacultyResources.html. Syllabus guidelines including required and suggested content is available online at: www.weber.edu/tlf/Syllabus.html
 - C. Maintain 2 office hours per week
 - D. Submit final grades by the deadline established by the Registrar for each term
 - E. Regularly check your official WSU email, your departmental mailbox, and if applicable your Canvas class correspondence
 - F. Advise the Department Chair at the earliest possibility if you are unable to teach a class
 - G. Attend meetings as requested by the Department Chair
 - H. Comply with all of the University's policies and procedures (available online at weber.edu/ppm)
 - I. Have students complete end of course evaluations in every class you teach
 - J. Achieve the academic goals and objectives of your assigned course(s)
2. This contract shall not be legally binding until it has been approved by the Dean of the College.

3. Employment is subject to the contractual policies of the University as they may be amended from time to time, including those contained in the Weber State University Policy and Procedures Manual.
4. This is a non tenure-track appointment. Appointee has no entitlement to employment by the University except as expressly provided in this contract. Additional Adjunct Instructor information is available online at: www.weber.edu/adjunctfaculty/. A Moyes College of Education adjunct handbook is available as a resource to you online at: www.weber.edu/wsuiimages/COE/deans_office/Moyes_COE_Adjunct_Handbook.pdf
5. This contract is nonrenewable and shall terminate without further notice at the end of the term of employment set forth above.
6. This contract constitutes the entire understanding between the parties with respect to Appointee's employment at the University and supersedes any and all prior understandings or agreements, oral or written, relating hereto.
7. This contract may be modified or amended only upon mutual written agreement between the Department Chair and the Appointee and approval by the Dean of the College.
8. This contract shall be governed in all respects by the laws of the State of Utah.

If this contract is acceptable to you, please sign, date, and return it (in person, email, US mail, or campus mail) to the department secretary by December 7, 2012. I look forward to working with you in this capacity and appreciate the valuable contributions that you make to the academic programs within the department.

Sincerely,

Jennifer M. Turley, *Chair*
Department of Health Promotion & Human Performance

Accepted signature: _____ Date: _____
(type in adjunct instructors name)

Jack Rasmussen, *Dean*
Jerry and Vickie Moyes College of Education

Appendix H: HPHP Syllabus Template

WEBER STATE UNIVERSITY

Moyes College of Education

Department of Health Promotion and Human Performance

COURSE: Prefix, #, type (lecture, lab, activity, community based learning, etc.),
semester, year, CRN, semester block
Course name

CREDIT HOURS: 3

CLASS SCHEDULE: Days and times and/or Hybrid/Online at

<http://canvas.weber.edu>

PROFESSOR/ Name, credentials

INSTRUCTOR: Title

Email address

Telephone number with area code

Office location (building and room #)

Office Hours: list at least 5 hours varying AM & PM and days of
the week and include by appointment. *Adjunct instructors hold 2
office hours/week.*

COURSE DESCRIPTION: Same as from the catalog (see online at

<http://catalog.weber.edu/>)

PREREQUISITES:

REQUIRED TEXTBOOK (OR REFERENCE COURSE MATERIALS): Include the
author, title, publisher, year, and ISBN.

OPTIONAL TEXTBOOK (OR REFERENCE COURSE MATERIALS): Include the
author, title, publisher, year, and ISBN.

COURSE DIRECTION: Briefly describe the purpose the course serves and how it will
benefit the academic/professional development or meet program standards/outcomes so
students understand the purposefulness of the course.

COURSE OBJECTIVES/LEARNING OUTCOMES: These should be written in such
a way as to be measurable and tied to the course requirements and the program's
curriculum learning outcomes assessment grid when applicable.

REQUIREMENTS:

- **Quizzes:** Number of quizzes, relation to course materials, number of questions per
quiz, points per quiz and/or question, delivery mode (in class, on ChiTester, on
canvas, scheduled, pop, open/closed book, etc).

- **Exams:** Number of assignments, relation to course materials, study tips and reviews, points per exam, delivery/submission mode (in class, on ChiTester in testing centers or with approved proctors for out-of-area students or at home, timed or not timed, other testing rules and permitted testing tools if any, on canvas, scheduled, pop, open/closed book, etc).
- **Assignments/Projects/Papers/Presentations:** Number of assignments, relation to course materials, points per assignment, delivery/submission mode (format, required tools for success, in class, on chitester, on canvas, etc), paper and presentation format, time/page length, literature review and reference citation expectations, etc.
- **Labs:** Application of learning content using ____ skills, assessment, equipment, group work, independent work, data collection and analysis, etc.
- **Other:**

Course Work	Description	Due Date	Points
Quiz 1	...		10
Quiz 2	...		10
Quiz 3	...		10
Quiz 4	...		10
Quiz 5	...		10
Assignment 1	...		50
Assignment 2	...		50
Assignment 3	...		50
Assignment 4	...		50
Assignment 5	...		50
Exam 1	Over content from lecture ..., chapter ..., quiz or assignment ...		100
Exam 2	Over content from lecture ..., chapter ..., quiz or assignment ...		100
500 total points			
Extra Credit	...		10

Note to faculty: Keep in mind that for every 1 credit hour academic class there is 1 in class contact hour (~50 minutes). For every 1 credit hour lab or activity class there are ~2 hours of in class contact time. Further, for every 1 credit hour academic class students may spend up to 2 hours outside class related to class work (Studying, working on assignments, etc.).

EVALUATION: Grades are based on a percentage of the total possible points earned in the class using the grade scale below.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
≥93 %	90 %	87 %	83 %	80 %	77 %	73 %	70 %	67 %	63 %	60 %	<60 %

If canvas is used then inform students that grades can be accessed in the WSU Online canvas class under "Grades".

POLICIES:

- **Attendance:** Is there an attendance policy or a policy related to coming to class on time and prepared to participate and not leaving early?
- **Graded Work:** How is required work graded? When rubric are used provide information on where they can be found (such as see the canvas assignment rubric). Is sample work available for students (and used with permission by prior students)? When can students expect their submitted work to be graded for quizzes, exams, assignments/projects, labs, etc.? How can students review their results and for how long. When is unclaimed work discarded?
- **Late Work:** What is the consequence of late work? Is it accepted for a period of time and docked late submission? Is late work not accepted without prior arrangements? Is there a make-up exam period for missed exams with a grade deduction?
- **Extra Credit:** Is extra credit available or not. If so to what extent (should not inflate grades and should be tied to the course learning outcomes) and are there predetermined extra credit opportunities, if so list them here.
- **Students with Disabilities:** "Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary." For more information contact SSD at 801-626-6413, ssd@weber.edu, or <http://departments.weber.edu/ssd/>.
- **Student Conduct:** Students enrolled in this class will adhere to the Department of Health Promotion and Human Performance (HPHP) "Student Conduct Policy" available online at <http://www.weber.edu/wsuiimages/HPHP/StudentCode/HPHPStudentCode.pdf>.
- **Academic Dishonesty:** Any individual caught cheating on any class work or plagiarizing will receive an automatic "E" for their final grade. Furthermore, a letter will go into the student's file describing the situation.
- **Turn-it-in (if applicable):** Inform students that Turn-it-in is used for papers and encourage students to use turn-it-in on their papers prior to submission to detect plagiarism.
- **Campus Closure:** In the event that the WSU campus is closed for face to face classes, the class will continue to meet at WSU Online <http://canvas.weber.edu>
- **Other:** Are there policies related to turning cell phones off, not eating food, etc. during class?

TENTATIVE CLASS SCHEDULE

A daily schedule is preferred, a weekly schedule would minimally be required

Tentative implies there may be slight but not significant variation from this schedule

Week	Dates	Topic
1		<i>Include things like lecture, lab, textbook chapter and pages, course material, assignment, quiz, and exams dates, etc. information here by date and/or week</i> <i>Include holiday's, dates the class may meet in other locations such as the library, last day to withdrawal, last day of classes, last day of finals, etc.</i>
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

***Note to faculty:** Give careful thought to your syllabus as this is a course contract that should not be changed after it is delivered to the class unless the change is favorable to the students and the students approve of/are OK with the change. Further, this syllabus document becomes part of your tenure and rank evaluation and is considered in your teaching rating by your peers. Per the College of Education tenure document faculty members must minimally be rated as good in teaching to be successful.*