



The University of Georgia

University Council
Athens, Georgia 30602

October 2, 2009

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Dear Colleagues:

The attached proposal for a new major in Athletic Training (B.S.Ed.) will be an agenda item for the October 9, 2009, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead



The University of Georgia

College of Education
Department of Kinesiology

TO: Kathleen deMarras, Associate Dean for Academic Programs
College of Education

FROM: Kirk Cureton, Head *Kirk Cureton*
Department of Kinesiology

RE: Proposal for a new undergraduate major in Athletic Training
under the B.S.Ed. degree

DATE: March 24, 2009

Attached is a proposal for a new undergraduate major in Athletic Training under the B.S. Ed. degree to be offered in the Department of Kinesiology. This proposal is being submitted at this time because the national accrediting organization for athletic training programs, the Commission on Accreditation of Athletic Training Education (CAATE), found the UGA athletic training education program to be non-compliant for not being an academic major at the institution. This is a new requirement that we must meet if the program is to remain accredited.

As you know, this program is currently an area of emphasis under the exercise and sport science undergraduate major. Only minor deviations from the current curriculum are being proposed. However, the credit associated with the required clinical education courses (KINS 3910, 3920, 4910, 4920) has been increased from 1 to 4 hours to be consistent with institutional standards (4 contact hours/credit hour). Due to the large clinical educational component, and many competencies and skills that must be taught in the curriculum to meet accreditation standards, a 130-hour major is proposed. Because the faculty and courses for this program are in place, no new resources are required for the major.

The athletic training program is in high demand by students, has exceptional faculty and has an established record of educational excellence. The Kinesiology faculty voted unanimously in support of establishing the new major. The proposal has my unqualified support.

Thank you for your assistance.

**New Program Proposal
Major in Athletic Training**

Institution:	The University of Georgia
Date:	March 2009
College:	Education
Department:	Kinesiology
Name of Proposed Program:	Major in Athletic Training
Degree:	Bachelor of Science in Education
Major:	Athletic Training
CIP Code:	31.0503
Starting Date:	Fall 2010

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Program Description and Objectives

The athletic training education program (ATEP) at the University of Georgia (UGA) was started in 1998 and became fully accredited since 2001. The mission of the athletic training education program is to be a national leader in providing superior educational, clinical and research services utilizing state-of-the-art information and technology in a professional and ethical manner. Specifically, the goals of the program are to:

1. Educate students in the care and prevention of athletic injuries at a level consistent with passing the national Board of Certification Examination.
2. Promote ethical and professional conduct at all times.
3. Provide outstanding clinical experiences in a variety of clinical settings to enhance student learning.
4. Provide the student with current information and trends in sports medicine.
5. Promote professionalism.
6. Promote contribution to community activities in a variety of events.
7. Provide experiences in research to gain a further understanding of topics in sports medicine.
8. Become recognized as a global leader in sports medicine and athletic training.

The primary objective of the athletic training education program is to prepare athletic training professionals for the work force with a level of proficiency consistent with passing the national certification examination given by the Board of Certification (BOC) Examination. The national certification examination is comprised of assessing multiple skills needed to function as an entry-level athletic trainer to include didactic knowledge and clinical decision making. Since implementing the program in 1998, UGA has a very high success passing rate on passing this examination.

The academic curriculum includes the following cognitive domains: 1. Risk Management and Injury Prevention, 2. Pathology of Injuries and Illness, 3. Assessment and Evaluation, 4. Acute Care of Injuries and Illnesses, 5. Pharmacology, 6. Therapeutic Modalities, 7. Therapeutic Exercise, 8. General Medical Conditions and Disabilities, 9. Nutritional Aspects of Injury and Illness, 10. Psychosocial Intervention and Referral, 11. Health Care Administration, 12. Professional Development and Responsibilities. The Joint Review Committee-Athletic Training (JRC-AT) developed the educational competencies and clinical proficiencies that all accredited programs must use in planning, structuring and implementing athletic training curricula.

The job market is favorable for graduates of the athletic training program with less than 10% of the high schools that have a certified athletic trainer. The athletic training program develops athletic training professionals to provide health care services to the secondary school athlete. The combination of teacher education plus a major in athletic training makes students very marketable and employable. Further, students have been placed in a variety of health care settings in Georgia, including sports medicine centers and hospitals. Also, a number of students have chosen to pursue advanced degrees in athletic training or related fields, and students have also been accepted to medical, physical therapy and physician-assistant schools.

Recently (October 8, 2008), the Commission on Accreditation of Athletic Training Education (CAATE) found the UGA Athletic Training Education Program to be non-compliant for not being an academic major at the institution. Specifically, the CAATE standard states:

II. Description of the Program – The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. The undergraduate major or graduate major equivalent must be:

- II.1 consistent with other majors offered within the institution
- II.2 identified as an academic athletic training major program in institutional academic publications, and
- II.3 indicated on the official transcript of the student as is normally designated for other undergraduate majors or graduate major equivalents at the institution.

Rationale for Non-Compliance:

Upon review of the Annual Report submission for 2007-2008 academic year, the notation for athletic training on the student transcript and the university publications do not identify the ATEP as an undergraduate program that offers a major/degree designation in athletic training. The major is listed on the transcript and the supporting documentation as a BSEd in Exercise and Sport Science with an emphasis in Athletic Training.

To demonstrate compliance with the Standard, the Program must submit the following evidence:

- *Please provide a listing of all academic majors at the institution that include Athletic Training.*
- *Also, please provide an official University document that describes how academic majors are determined at the institution.*
 - *If this document does not exist, provide a description of major identification, signed and dated by the Dean or registrar.*
 - *Should the major/degree in Athletic Training be approved, provide a copy of a student transcript, with last name [only] of the student deleted, to document the new major in Athletic Training.*
- *Please provide a copy of a student transcript indicating Athletic Training is the student's major.*
 - *Please delete the student's last name [only], as well as any identifying information (e.g. social security number, birthdate).*

OR

Please provide an update on the progress made toward obtaining a major in Athletic Training and provide evidence, signed and dated by the Program Director.

Further, the standards also states: “By 2014-2015 academic year, individuals completing entry-level programs in athletic training must be awarded a degree in athletic training”. This proposal for an athletic training major at the University of Georgia has been developed to meet this standard to ensure the athletic training program remains in compliance and maintains its national accreditation status.

Implementation of the proposed Athletic Training major in the Department of Kinesiology will not require additional financial or physical resources because the instructional program already exists as an area of emphasis within the Exercise and Sport Science major. The faculty, instructional resources and facilities are in place to provide superior academic and clinical education for the student. Financial support for the program is currently included within the operational budget of the College of Education and the Department of Kinesiology. The program graduates approximately 20 students per year.

Justification and Need for the Program

- 1. Need for Graduates of the Program:** Currently in the state of Georgia, there is a critical shortage of health care practitioners. This has been declared by the Governor and recognized by the Board of Regents. Certified Athletic Trainers licensed by the state are able to provide much needed health care in this area of critical shortage. Working as physician extenders, in rehabilitation clinics and high schools, licensed athletic trainers are able to provide valuable health care services to the communities and various patient populations in the state. Further employment potential exists in professional and intercollegiate/interscholastic sport settings and in clinical/hospital/sports medicine settings. In addition, a new area of employment for certified athletic trainers is in the military and the corporate/industrial settings. For example, many companies have recently hired several certified athletic trainers for in-house prevention and care of orthopedic injuries of workers and found that the certified athletic trainer was able to provide effective care at a reasonable cost. The greatest need for graduates of the athletic training program is in the secondary schools. Currently, fewer than 5% of all Georgia high schools employ a full-time certified athletic trainer. Lastly, there is a dearth of certified athletic trainers with doctoral degrees to assume roles in research and the academic preparation of students.
- 2. Student Demand for the Program:** Student demand for the athletic training program at UGA has been excellent since its inception. The athletic training education program directly receives numerous inquiries annually about the program and admission policies from prospective students. Further, the athletic training web site averages approximately 15,000 hits per month. From these numbers, we usually average 70 students enrolled in the pre-athletic training practicum course annually. Finally, we typically accept between 15-20 students annually for positions in the program. Over 94% of the students who have enrolled in the program have been from Georgia. The average GPA for athletic training students enrolled in the program has been a consistently high 3.32 with minority and international students accounting for approximately 12% of the total students enrolled. Further, UGA will be the only Research 1 and NCAA Division IA University in the State to offer this academic program.
- 3. Additional Reasons the Program is Desirable:** There is a strong foundation at the undergraduate level for the proposed new major in athletic training. In the 2002 revised CAAHEP standards and guidelines for athletic training programs, Section

II,A,1,a states, “The athletic training curriculum shall be an undergraduate academic major or graduate degree program in athletic training as defined by the sponsoring institution. The institution and institutional governing body requirements for a major shall be met.” Then in 2006 the Commission on Accreditation of Athletic Training Education (CAATE) further revised this standard to state in Section II. Description of the Program – The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. Further stated by CAATE is, “By 2014-2015 academic year, individuals completing entry-level programs in athletic training must be awarded a degree in athletic training.” This proposal for an athletic training major and degree at the University of Georgia has been developed to meet this standard to ensure the athletic training education program remains in compliance and maintains its accreditation status. The only path for a student to become a licensed athletic trainer in Georgia is to complete a program of study at an accredited institution. Currently, there are only four other programs that have this accreditation in Georgia (Georgia College and State University, Valdosta State University, North Georgia College, and Georgia Southern University).

4. **Reports of Advisory Committee:** The ATEP has undergone two accreditation reviews and both reviews cited the strengths of the academic and clinical education components of the program. The athletic training education program also has enjoyed strong and enthusiastic support from the UGA Athletic Association due to the clinical component where administrators and coaches have commented on the improved health care services provided to their athletes since the inception of the program. The program will continue to maintain its high quality and visibility due to the clinical opportunities available with the UGA Athletic Association, a visible research agenda particularly with concussion in sports and an outstanding and dedicated staff of professors and clinical instructors.

Supporting Statements by the Accreditation Team: The athletic training education program (ATEP) was cited for the following strengths by the external CAAHEP accreditation team in 2005. In fact, the UGA ATEP was granted a 7-year accreditation period due to its superior record which was 2 years beyond the typical accreditation period granted most programs.

1. The Program Director (Dr. Michael Ferrara) has a tremendous amount of administrative, teaching and research experience. This experience has allowed the development of a very strong athletic training education program. He is dedicated and motivated to the education of athletic training students.
2. The administrative support from the Department, Dean and Provost is very strong. Facilities, equipment and supplies are exceptional. The Medical Director and Team Physician’s involvement in the clinical and didactic components of the program are to be commended. They are both highly interested in the professional growth and development of the students in the ATEP.

3. The relationship between the athletic department and the ATEP is exceptional and allows students to gain valuable clinical experience with a high level intercollegiate program. The athletic training staff is committed to providing high quality educational experiences to the students.
4. The communication among all parties involved in the ATEP is very good. The athletic training students have established themselves as quality students in the classroom.

In the 2000 accreditation report, the following strengths were cited by the accreditation team:

1. The program enjoys universal support from the administration – both academic and athletic – and this is a primary strength of the program. All individuals could articulate the program goals and identified a desire to establish a high quality, noteworthy program.
2. The program owes its strong beginning to the Director of Sports Medicine, Ron Courson, who initiated the process to seek accreditation several years ago. Using start-up monies solicited from the community, the program began with sound financial support that the administration is committed to maintaining.
3. Dr. Mike Ferrara, the program director, has firmly established himself as a creditable and contributing member of the academic community in a short period of time. Faculty, administrators and clinical instructors routinely note his positive contributions. Dr. Ferrara and Mr. Courson communicate in an effective manner that clearly enhances program development, delivery and evaluation.
4. The clinical instructors are another strength of the program. They are uniformly interested in clinical education, supportive of the program and value sharing their expertise. The overwhelming majority of the students acknowledged their clinical instructors as positively impacting their clinical experience, both in terms of availability and approachability.
5. Physician involvement during each student's clinical education is prevalent. Students have multiple opportunities to interact with general medicine and orthopedic physicians. Team physicians Drs. Elliott and Reifsteck demonstrate a sincere interest in athletic training education, are involved in didactic instruction and engage students daily in the athletic training room. Both were involved throughout the self-study process.
6. KINS 4130 (previously EXRS 2130), Athletic Training Emergency Care, was routinely cited by students as an outstanding course. Emergency planning and preparedness is emphasized throughout the academic and clinical experiences.

7. Resources available to facilitate learning are excellent. The library is accessible and provides ample resources for students doing research. The athletic training rooms at the University of Georgia are fully equipped with modern equipment. The Nova Care Athletic Training Education and Research Laboratory provides additional equipment and practical skills laboratory space.

5. **Public and private institutions that offer the program in Georgia:** Valdosta State University offers a Bachelor of Science with a Major in Sports Medicine/Athletic Training, Georgia College and State University offers a Bachelor of Science with a major in Health Education: Athletic Training, North Georgia College and University offers a Bachelor of Science in Athletic Training, and Georgia Southern University offers a Bachelor of Science in Kinesiology with an emphasis in Athletic Training. All of these Universities have CAATE-accredited undergraduate athletic training programs.

Procedures used to Develop the Program

The athletic training program was developed as an area of emphasis within the Exercise and Sport Science Major in the Department of Exercise Science in 1998. To meet future accreditation requirements, it has become necessary to develop an academic major in Athletic Training at the University of Georgia. The proposed academic major in Athletic Training meets the academic and clinical requirements for an athletic training education program as required by CAATE (Appendix A) and the companion document, the 4th Edition of the Athletic Training Educational Competencies (2006) (ATEC) (Appendix B). The ATEC lists the cognitive and psychomotor competencies and the clinical proficiencies for the twelve (12) major content areas. The content areas are:

1. Risk Management and Injury Prevention
2. Pathology of Injuries and Illnesses
3. Assessment and Evaluation
4. Acute Care of Injury and Illness
5. Pharmacology
6. Therapeutic Modalities
7. Therapeutic Exercise
8. General Medical Conditions and Disabilities
9. Nutritional Aspects of Injury and Illness
10. Psychosocial Intervention and Referral
11. Health Care Administration
12. Professional Development and Responsibilities

Each of these major areas of study includes required materials for the cognitive, psychomotor and affective domains plus required clinical proficiencies. In total, there are more than 1,200 clinical competencies and proficiencies that must be taught and tested in the curriculum. Further, we evaluated other athletic training programs offered at similar institutions, and received

feedback from focus groups of students and faculty regarding academic content and clinical proficiencies. The data was then reduced and synthesized to develop the athletic training education program, didactic and clinical curriculum which formed the basis for the proposal for the athletic training major.

Curriculum

The Athletic Training major will be located in the College of Education in the Department of Kinesiology. The Athletic Training major will have prerequisite requirements similar to those of the Exercise and Sport Science major. Admission to the proposed Athletic Training major will be selective and high-demand status will be requested. The following are the proposed admission requirements for the major:

Admission Requirements

1. Overall GPA of 2.5 or better
2. Completion of Courses in Area I-IV
3. Completion of Area VI courses (CHEM 1211 and CHEM 1211L, CHEM 1212 and 1212L, CBIO 2200-2200L, CBIO 2210-2210L, PHYS 1111-1111L)
4. Completion of KINS 2100 and KINS 2100L, Prevention and Care of Athletic Injuries
5. Completion of KINS 2010, Introduction to Kinesiology
6. Completion of KINS 2470, Practicum in Athletic Training
7. Completion of Athletic Training Application for Admission.
8. Interview with members of the selection committee. The selection committee is comprised of at least one athletic training educator, clinical instructor(s) and student(s) enrolled in the program.

Evaluation of Applications for Athletic Training Major-High Demand Status

We have developed a systematic process for the evaluation of all applications to the athletic training major and one that is similar to that currently employed in the Exercise and Sport Science Major. The Athletic Training Major will use the same high-demand status scoring rubric that has been previously approved for the Exercise and Sport Science Major. These are:

1. UGA Core Areas I-IV=10%
2. UGA Core Area VI=60%
3. Grades in KINS 2100 and KINS 2100L and KINS 2010 10%
4. Essay and Interview=20%

A rank order for the candidates is developed from these scores and then student admission decisions are made for the athletic training major.

The four-year curriculum for the athletic training major would encompass courses in the UGA core curriculum, Area VI courses, Major requirements and Major electives as follows:

**Athletic Training Major
Department of Kinesiology
College of Education**

Program Requirements

Core Curriculum	42 hours
Area VI Courses	18 hours
Major Requirements	70 hours
Total Credit Hours	130 hours

I. Foundation Courses (9 hours)

ENGL 1101
ENGL 1102
ENGL 1102E
ENGL 1102M
ENGL 1050H
ENGL 1060H
MATH 1113 or higher

II. Sciences (7-8 hours)

Physical Sciences (3-4 hours)
 Preferred Course PHYS 1112-1112L
Life Sciences (3-4 hours)
 Preferred Course BIOL 1107-1107L

III. Quantitative Reasoning (3-4 hours)

 Preferred Course STAT 2000

IV. World Languages and Culture, Humanities and the Arts (12 Hours)

World Languages and Culture (9 hours)
 No preferred courses for this area. See core curriculum view.

Humanities and the Arts (3 hours)

 Preferred Course PHIL 2020

V. Social Sciences (9 hours)

- Students who have not met the Georgia and U.S. Constitution requirement by examination should enroll in [POLS 1101](#).
- A passing grade on an examination on the history of the United States and Georgia is required to satisfy the United States and Georgia History Requirement for all persons receiving a baccalaureate degree from the University, unless exempted by one of the following courses: [HIST 2111](#), [HIST 2112](#). Examinations are given to freshmen during

orientation and twice each semester by the History Department. Reexamination is permitted. Examination dates are announced in the *Schedule of Classes*.

Required Course PSYC 1101

Area VI Courses

<u>Course Number</u>	<u>Credits</u>	<u>Title</u>
CHEM 1211, 1211L	4	Freshman Chemistry I
CHEM 1212, 1212L	4	Freshman Chemistry II
CBIO 2200-2200L	4	Anatomy and Physiology I
CBIO 2210-2210L	4	Anatomy and Physiology II
PHYS 1111-1111L	4	Introductory Physics-Mechanics, Waves, Thermodynamics

Major Requirements

<u>Course Number</u>	<u>Credits</u>	<u>Title</u>
KINS 2010	3	Introduction to Kinesiology
KINS 2100, KINS 2100L	4	Prevention and Care of Athletic Injuries
KINS 2470	1	Practicum in Athletic Training
KINS 3100	3	Recognition and Evaluation of Athletic Injuries I
KINS 3200	3	Recognition and Evaluation of Athletic Injuries II
KINS 3240	3	General Medical Conditions in Athletic Training
KINS 3115	3	Structural Kinesiology
KINS 3750	3	Motor Skill Behavior
KINS 3910	1	Clinical Experience in Athletic Training I
KINS 3920	1	Clinical Experience in Athletic Training II
KINS 4100	3	Therapeutics I in Athletic Training
KINS 4110	3	Therapeutics II in Athletic Training
KINS 4120	3	Administration of Sports Medicine
KINS 4130	3	Athletic Training Emergency Care
KINS 4200, KINS 4200L	4	Biomechanics
KINS 4300/6300	3	Exercise Epidemiology
KINS 4630, KINS 4630L	4	Exercise Physiology I
KINS 4640-4640L	4	Scientific Principles of Conditioning and Fitness
KINS 4910	1	Clinical Experience in Athletic Training III
KINS 4920	1	Clinical Experience in Athletic Training IV
FDNS 2100	3	Human Nutrition and Food

Electives

<u>Course Number</u>	<u>Credits</u>	<u>Title</u>
KINS 3830	3	Measurement and Evaluation in Kinesiology
KINS 4320/6320	3	Exercise and Aging
KINS 4400/6400	3	Exercise and Sport Psychology
KINS 4690-4690L	4	Exercise Physiology II
CBIO(BIOL) 3800	3	Neurobiology
HPRB 1710	3	Health and Wellness

Sample 4-Year Program of Study

YEAR 1

Fall Semester

CHEM 1211, 1211L Freshman Chemistry I (4)

Spring Semester

CHEM 1212, 1212L Freshman
Chemistry II (4)

YEAR 2

CBIO 2200-2200L Anatomy and (4)

Physiology I

KINS 2100, 2100L – Prevention and Care (4)
of Athletic Injuries

KINS 2010 - Introduction to Kinesiology (3)

CBIO 2210-2210L Anatomy and (4)

Physiology II

KINS 2470 - Practicum in Athletic
Training (1)

PHYS 1111-1111L – Introductory (4)
Physics-Mechanics, Waves,
Thermodynamics

Summer

KINS 3115 – Structural Kinesiology (3)

YEAR 3

Fall Semester

KINS 3100 - Recognition and Evaluation (3)
of Athletic Injuries I

KINS 3240 – General Medical Conditions (3)
in Athletic Training

KINS 3910 - Clinical Experience in Athletic (1)
Training I

KINS 4630/4630L – Exercise Physiology I (4)

Spring Semester

KINS 3200 Recognition and Evaluation (3)
of Athletic Injuries II

KINS 4100 Therapeutics I in Athletic
Training(3)

KINS 3920 – Clinical Experience in (1)
Athletic Training II

KINS 4130 – Athletic Training (3)

Emergency Care

KINS 4200,4200L – Biomechanics (4)

YEAR 4

Fall Semester

KINS 4110 – Therapeutics II in (3)
Athletic Training

Spring Semester

KINS 3750 – Motor Skills Behavior (3)

KINS 4120 – Administration of Sports (3)
Medicine
KINS 4640-4640L – Scientific Principles (4)
of Conditioning and Fitness
KINS 4910 - Clinical Experience in Athletic (1)
Training III
FDNS – Nutrition (3)

KINS 4300/6300-Exercise Epidemiology (3)
KINS 4920 - Clinical Experience in (1)
Athletic Training IV

Rationale for a 130-Hour Athletic Training Major

The ATEP meets the definition provided by the University System of Georgia (USG) for a professional program which states: “a professional program is defined as a program which operates with the sanctions of a national accreditation agency for the program.” Further stated in the USG policy, some of the following criteria are used in defining a professional program:

- The program’s graduates are required to pass a state or national examination in order to obtain certification or licensure needed for employment;
- Features of the academic program are dictated or strongly influenced by groups employing the graduate of the program;
- Organizations and groups employing students of the program influence to an important extent the supply and demand for graduates of the program;
- Faculty of the program participate in associations or organizations whose members include a significant number of practitioners; these associations or organizations influence the public activities and direction of the industries, businesses, or other groups that employ graduates of the program.

The ATEP clearly meets these guidelines as CAATE is the national accrediting body for athletic training education programs. CAATE determines the Standards for the Accreditation of Entry-Level Athletic Training Education Programs. The purpose of CAATE is to develop, maintain, and promote appropriate minimum standards of quality of entry level Athletic Training education programs. CAATE is sponsored by The American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers’ Association (NATA).

Following completion of the academic program, students are required to take the Board of Certification (BOC) examination in order to gain national certification and be eligible for licensure in the State of Georgia to practice as an athletic trainer. The BOC has been responsible for the certification of Athletic Trainers since 1969. Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer and establishes requirements for maintaining status as a Certified Athletic Trainer (AT). The BOC is the only accredited certification program for Athletic Trainers in the US. Every five years, the BOC must undergo review and reaccreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the National Organization for Competency Assurance (NOCA).

The National Athletic Trainers' Association (NATA) is the national membership organization for the profession of athletic training. The mission of the National Athletic Trainers' Association is

to enhance the quality of health care provided by Certified Athletic Trainers and to advance the athletic training profession. Founded in 1950, the NATA has grown to more than 30,000 members worldwide today. The majority of certified athletic trainers choose to be members of the NATA to support their profession, enhance legislative efforts and promote research and education.

Due to the professional program status of the ATEP, we are requesting a 130-hour major. This is due to the academic requirement and number of courses required by CAATE and to enhance the clinical experience requirement for students. The clinical education benefits the student by directly practicing athletic training skills under the direct supervision of an approved clinical instructor. As defined by CAATE Standard J3.3, “There must be opportunities for students to gain clinical experiences associated with a variety of different populations, including genders, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.” Students are assigned to their clinical rotation by the Program Director and Clinical Coordinator to ensure they received the proper clinical education. Over 90% of the students perform their clinical activities with the UGA Athletic Association while some students receive their clinical education at local high schools or sports medicine clinics located within the greater Athens, Georgia area. These sites and clinical affiliations are continually monitored and evaluated for their effectiveness and student learning by the clinical coordinator.

1. Clearly differentiate which courses are existing and which are newly developed courses.

All the courses except one proposed for the athletic training major are currently published in the UGA Bulletin and are currently being taught at UGA. The Structural Kinesiology course, KINS 3115, is being proposed to be added to the athletic training major.

2. Append course descriptions for all courses (existing and new courses).

See Appendix C for all course descriptions

3. When describing required or elective courses, list all course prerequisites.

Course	Prerequisites
KINS 2100	None
KINS 2470	None
KINS 3100	KINS 2100
KINS 3200	None
KINS 3240	None
KINS 3910	None
KINS 3920	None
KINS 4100	None
KINS 4110	None
KINS 4120	None

KINS 4130	None
KINS 4910	None
KINS 4920	None
KINS 3750	None
KINS 4200/6200	CBIO 2200-2200L and (PHYS 1111-1111L or PHYS 1211-1211L) and permission of department
KINS 4300/6300	CBIO 2200-2200L and CBIO 2210-2210L and permission of major
KINS 4630, 4630L	CBIO 2200-2200L and CBIO 2210-2210L
KINS 4640-4640L	KINS 3700 or KINS 4630/6630
FDNS 2100	None

4. Indicate whether courses in a proposed masters program are cross-listed as undergraduate courses and, if so, what safeguards are employed to ensure that courses taken as undergraduates are not repeated or that requirements are significantly different for graduate students and undergraduates enrolled in the same course.

Not applicable to the Athletic Training Major

5. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

All ATEP courses are currently published in the UGA Bulletin and are currently being taught at UGA. The Structural Kinesiology (KINS 3115) is currently in the review process by the College of Education and University Undergraduate Curriculum Committees.

6. Append any materials available from national accrediting agencies or professional organization as they relate to curriculum standards for the proposed program.

The ATEP at UGA received its initial accreditation from the Commission on Accreditation of Allied Health Education Programs in 2000 and 2005. See Attachment IV for certificate of accreditation.

7. When internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Students in the ATEP complete four (4) clinical rotations both on and off campus. Students participating in Clinical Rotations are supervised by either a Clinical Instructor or Approved Clinical Instructor as defined by the Standards for Entry-Level Accredited ATEP as set forth by CAATE, Section J3. Also, as defined by CAATE Standard J3.3, “There must be opportunities for students to gain clinical experiences associated with a variety of different populations,

including genders, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.” Students are assigned to their clinical rotation by the Program Director and Clinical Coordinator to ensure they received the proper clinical education. Over 90% of the students perform their clinical activities with UGA Athletic Association while some students receive their clinical education at local high schools or sports medicine clinics located within the greater Athens, Georgia area. These sites and clinical affiliations are continually monitored and evaluated for their effectiveness and student learning by the clinical coordinator.

8. Indicate ways in which the proposed program is consistent with national standards.

All ATEP must be accredited by CAATE (Appendix B) and reviewed periodically by the accrediting organization.

9. List student outcomes associated with this program.

The two (2) primary outcomes of the program are if the student passes the National Certifying Examination and if they are employed following graduation from UGA. Students from the UGA ATEP have had an 85% first-time passing rate, well above the national average of 45%. Over 95% of the ATEP students have been placed in a variety of educational and workplace employment settings. Both students and employers have comments on how well-prepared they are for entry-level employments.

Inventory of Faculty Directly Involved

1. Name, Rank, Academic Discipline, institutions attended and degrees earned

The faculty for the program are:

Dr. Michael S. Ferrara, Professor, in the Department of Kinesiology. He earned his Ph.D. from Penn State University, his Masters degree from Michigan State University, and his Bachelors of Science degree from Ithaca College. Dr. Michael S. Ferrara has been the coordinator of athletic training program at University of Georgia for 10 years and a certified athletic trainer for 25 years. He received tenure effective Fall Semester 2000 from the University of Georgia and was promoted to Professor in 2003. Previously, he served as Program Director of Athletic Training at Ball State University for 13 years. See Appendix XX for curriculum vitae for Dr. Ferrara.

Dr. Cathy Brown, Assistant Professor and Clinical Coordinator. Dr. Brown earned her doctoral degree from University of North Carolina-Chapel Hill in 2006 in Exercise Science and Biomechanics. Dr. Brown joined the UGA faculty in the Fall 2006 and she serves as the program’s clinical coordinator.

Dr. Earl Cooper, Lecturer in Department of Kinesiology. Dr. Cooper earned his doctoral degree from the University of Georgia in 2004. He joined the UGA faculty in Fall semester 2008 and will provide instruction specifically in the athletic training education program.

2. Expected Responsibilities for Faculty

All University faculty must maintain a 100% load for the fall and spring semesters. The Athletic Training faculty will have the following academic load:

	Ferrara	Brown	Cooper
Teaching and Advising	50%	60%	100%
Research	40%	40%	
Service (program coordination)	10%		

Instructional assignments in the Athletic Training Education Program will be as follows:

Course	Fall Semester	Spring Semester	Summer Semester
KINS 2100	Cooper	Cooper	Ferrara
KINS 2470	Cooper	Cooper	Ferrara
KINS 3100	Brown		
KINS 3200		Ferrara	
KINS 3240	Ferrara		
KINS 3910	Brown		
KINS 3920		Brown	
KINS 4100	Cooper		
KINS 4110		Cooper	
KINS 4120	Cooper		
KINS 4130		Cooper	
KINS 4910	Brown		
KINS 4920		Brown	

3. Scholarship and Publication Record for the past five years

Michael Ferrara

Broglio, S.P., Ferrara, M.S., Sopiartz K., & Kelly M.S. (2008). Reliable change of the sensory organization test. Clinical Journal of Sports Medicine, 18, 148-154.

Sosnoff, J.J., Broglio, S.P., & Ferrara, M.S., (2008). Cognitive and motor function are associated following mild traumatic brain injury. Experimental Brain Research, Feb 2008.

Broglio, S.P., Ferrara, M.S., Macciocchi, S.N., Baumgartner, T.A., & Elliott R.A. (2007) Test-retest reliability of computerized concussion assessment programs. Journal of Athletic Training, 42, 509-514.

Broglio, S.P., Macciocchi, S.N. & Ferrara, M.S. (2007). Neurocognitive performance of concussed athletes when symptom free. Journal of Athletic Training, 42, 504-508.

Sosnoff, J.J., Broglio, S.P., Hillman, C.H. & Ferrara, M.S. (2007). Concussion does not influence intra-individual response time variability. Neuropsychology, 21, 796-802.

Broglio, S.P., Macciocchi, S.N. & Ferrara, M.S. (2007). Sensitivity of the concussion assessment battery. Neurosurgery, 60, 1050-57

Dick, R., Ferrara, M.S., Agel, J.A., Courson, R., Marshall, S.W., Hanley, M.J., & Reifsteck, F. (2007). Descriptive epidemiology of collegiate men's football injuries: National Collegiate Athletic Association injury surveillance system, 1988-1989 through 2003-2004. Journal of Athletic Training, 42, 221-233. **INVITED**

Hunt, T.N., Ferrara, M.S., Miller, L.S., & Macciocchi, S.N. (2007). The effect of effort on baseline neuropsychological tests scores in high school football athletes. Archives of Clinical Neuropsychology, 22, 615-621.

Ferrara, MS. (2006). Globalization of the athletic training profession. Journal of Athletic Training, 41:135-6. **INVITED**

Wang H, Simpson KJ, Ferrara MS, Chamnongkich S, Kinsey T, Mahoney OM. Biomechanical differences exhibited during sit-to-stand between total knee arthroplasty designs of varying radii. (2006) Journal of Arthroplasty, 21:1193-9.

Cooper ER, Ferrara MS, Broglio SP. (2006). Exertional heat illness and environmental conditions during a single football season in the southeast. Journal of Athletic Training, 41:332-6.

Cantu RC, Aubry M, Dvorak J, Graf-Baumann T, Johnston K, Kelly J, Lovell M, McCrory P, Meeuwisse W, Schamasch P, Kevin M, Bruce SL, Ferrara MS, Kelly JP, McCrea M, Putukian M, McLeod TC. (2006). Overview of concussion consensus statements since 2000. Neurosurgery Focus, 21:E3.

Broglio SP, Ferrara MS, Piland SG, Anderson RB, Collie A. (2006). Concussion history is not a predictor of computerised neurocognitive performance. British Journal of Sports Medicine, 40:802-5; discussion 802-5.

Piland SG, Motl RW, Guskiewicz KM, McCrea M, Ferrara MS. (2006). Structural validity of a self-report concussion-related symptom scale. Medicine and Science in Sport and Exercise, 38:27-32.

Broglio, S.P., Tomporowski P.D., & Ferrara, M.S. (2005). Balance Performance with a Cognitive Task: A Dual-Task Testing Paradigm. Medicine and Science in Sport and Exercise, 37, 689-695.

Guskiewicz, K.M., Bruce, S.L., Cantu, R.C., Ferrara, M.S., Kelly, J.P., McCrea, M, Putukian M., Valovich McLeod, T.C. (2004). National Athletic Trainers' Association Position Statement: Management of Sport-Related Concussion. Journal of Athletic Training, 39, 280-297.

Guskiewicz, K.M., Bruce, S.L., Cantu, R.C., Ferrara, M.S., Kelly, J.P., McCrea, M, Putukian M., Valovich McLeod, T.C. (2004). Recommendation on the Management of Sport-Related Concussion: Summary of the National Athletic Trainers' Association Position Statement. Neurosurgery, 55, 891-896.

Dr. Cathy Brown

Brown CN, Padua DA, Marshall SW, Guskiewicz KM. Individuals with mechanical ankle instability exhibit different motion patterns than those with functional ankle instability and ankle sprain copers. Clinical Biomechanics. 2008; Jul;23(6):822-31.

Ross SE, Arnold BL, Blackburn JT, Brown CN, Guskiewicz KM. Enhanced balance associated with coordination training with stochastic resonance stimulation in subjects with functional ankle instability. Journal of NeuroEngineering and Rehabilitation. 2007;4(47). doi:10.1186/1743-0003-4-47. Available online at: <http://www.jneuroengrehab.com/content/4/1/47>.

Brown CN, Guskiewicz KM, Bleiberg J. Effect of athlete characteristics on outcome scores for computerized neuropsychological assessment: A preliminary analysis. Journal of Athletic Training. 2007;42(4):515-523.

Brown CN, Mynark RG. Balance deficits in recreational athletes with chronic ankle instability. Journal of Athletic Training. 2007;42(3), 367-373.

Brown CN, Ross SE, Mynark R, Guskiewicz KM. Assessing functional ankle instability using joint position sense, time to stabilization, and electromyography. Journal of Sport Rehabilitation. 2004;13:122-134.

Dr. Earl Cooper

Broglio SP, Monk A, Sapiariz K, Cooper ER (2008) The Influence of Ankle Support on Postural Stability. Journal of Science and Medicine in Sport, doi:10.1016/j.jsams.2007.12.010

Cooper ER, Broglio SP, Ferrara MS (2006) Exertional Heat Illness and Environmental Conditions During a Single Football Season in the Southeast, Journal of Athletic Training, 41, 2006, pp 332-336.

Cooper ER et al (2001) Definitional Problems in Mild Head Injury Epidemiology, Athletic Therapy Today, 6; 6-12.

Cooper ER, (1999) Guidelines for the use of OTC Medications in the High School Setting, Athletic Therapy Today, 5; pp 52-55.

Cooper ER, Ferrara MS, Resch J, Meeler K (2007). The Incidence of Exertional Heat Illness among Division I and III Collegiate Football Players – Preliminary review of a Three Year Study, Journal of Athletic Training, 42,S51.

Resch J, Keeler K, Brown C, Cooper E, Ferrara M (2007). Relationships Between Weather Station Data and Heat Stress/Thermal Environment Monitors, Journal of Athletic Training, 42, S17.

Cooper ER, Broglio SP, Ferrara MS, Courson RW, (2005). National Rates of Exertional Heat Illnesses in College Football Players, Journal of Athletic Training, 40, S53.

Broglio SP, Cooper ER, Ferrara MS, Courson RW, (2005). National Differences in Environmental Conditioning During Football, Journal of Athletic Training, 40, S53.

Professional Activity

UNIVERSITY OF GEORGIA – Michael Ferrara

University Human Subjects Review Board, 2003-Present.

College of Education, Promotion and Tenure Committee, 2003.

University Academic Honesty Committee – 1999-Present.

College of Education, Undergraduate Curriculum Committee, 2000-2002.

Chair, 2001-2002

Blue Ribbon International Committee, College of Education, 2001-Present.

Chair, Joint Review Committee-Athletic Training, 1998-2001.

ATHLETIC TRAINING PROFESSION

Past-President, World Federation of Athletic Training and Therapy, 2005-Present.

President, World Federation of Athletic Training and Therapy, 2000-2005.

Associate Editor, Journal of Athletic Training, 2001-Present.

Member, Board of Directors for the Board of Certification, 2006-Present.

Chair, World Federation of Athletic Training Task Force, National Athletic Trainers Association, 1997-Present.

Chair, World Federation of Athletic Training Task Force, National Athletic Trainers Association, 1997-Present.

Committee on Allied Health Education Programs, Accreditation Review Team for Entry Level Athletic Training Programs, 1999 to Present.

4. Expected Responsibility in the Program

Dr. Michael Ferrara will serve as the program coordinator responsible for the overall administration and compliance with accreditation standards. Dr. Cathy Brown will be responsible for supervising the clinical activities of the athletic training students. Dr. Cooper will teach in the academic program and provide assistance with administrative and clinical responsibilities within the academic program.

5. Additional Faculty

The Department of Kinesiology has an outstanding faculty for instruction in the athletic training program. The faculty include: Dr. Ted Baumgartner, Dr. Kirk Cureton, Dr. Elaine Cress, Dr. Rod Dishman, Dr. Harry DuVal, Dr. Kevin McCully, Dr. Patrick O'Conner, Dr. Michael Schmidt, Dr. Kathy Simpson, Dr. Phil Tomporowski and Dr. Lesley White. There is no need for additional faculty for the program.

Clinical Faculty

In addition to the academic faculty, a number of the clinical athletic trainers also serve as clinical instructors for the Department of Kinesiology. The UGA Athletic Association supports these activities of the staff athletic trainers to serve as clinical instructors of the athletic training students. Occasionally, the clinical athletic trainers will teach in the academic curriculum. The College of Education (COE) and the Department of Kinesiology have reached an agreement with the UGA Athletic Association (AA) for the clinical athletic trainers to teach athletic training courses for a standard stipend rate.

Outstanding Programs of this Nature in Other Institutions

Three outstanding athletic training education programs are 1. University of North Carolina, Chapel Hill, North Carolina, Dr. Darin Padua, Program Director, 2. University of Alabama, Tuscaloosa, Alabama, Dr. Deidre Dunn-Leaver, Program Director, 3. Pennsylvania State University, University Park, PA, Dr. John Miller, Program Director. These programs stand out because of the excellence of the faculty and students, the high quality of the instruction, quality and quantity of research produced and the success of the graduates of the program.

Inventory of Pertinent Library Resources

The University of Georgia has two libraries available for student use: the main library and the science library. The science library is the primary facility that contains many periodicals and textbooks used for athletic training education programs. Both libraries can be accessed for literature searches via the Internet and/or electronic databases. The libraries have over 30

journals related to athletic training and sports medicine and several hundred textbooks. Students utilize the library for course assignments and projects.

Each faculty member involved with the program maintains an active library. Dr. Ferrara has current issues of Journal of Athletic Training, American Journal of Sports Medicine, Clinics in Sports Medicine and Clinical Journal of Sports Medicine. Further, each clinical educator has an extensive library of textbooks, articles and educational materials. The Butts-Mehre Heritage Hall Athletic Training Room has copies of the American Journal of Sports Medicine and Journal of Athletic Training as well as other textbooks, journals and newsletters, while the Stegeman Athletic Training Room maintains current copies of the Journal of Athletic Training and American Journal of Sports Medicine.

Facilities

The Ramsey Center was completed in 1996 and contains the offices of the Department of Kinesiology, the Athletic Training Educational Program, and the Athletic Training Research and Education Laboratory. The athletic training program utilizes several different facilities for the education of athletic training students and clinical care of athletes. The goal in the design of the athletic training facilities at the University of Georgia was to provide the finest sports medicine facilities possible for the student athletes, featuring "state-of-the-art" modalities and rehabilitation devices. There is one laboratory dedicated solely for athletic training research and education, and four facilities used for clinical education. These athletic training facilities provide an excellent educational environment for the athletic training students allowing for ample exposure to current trends in sports medicine.

Athletic Training Research and Education Laboratory:

The Athletic Training Research and Education Laboratory, located in Ramsey Center (Room 110), has 990 square feet of space. The laboratory serves as a facility for the hands-on teaching of injury evaluation, modalities, rehabilitation, athletic training emergency care, taping and bracing. Easily accessible from the teaching classrooms, the laboratory has one entrance from the main hallway. The laboratory is equipped with treatment tables, numerous therapeutic modalities, emergency care equipment, rehabilitation devices, ice machine, and sink with hot and cold water. There is more than sufficient cabinet space located in various areas of the room for storage of supplies, teaching aids, and computer equipment.

Butts-Mehre Heritage Hall Athletic Training Room

The room consists of approximately 3,276 square feet of space, and is easily accessible for both male and female athletic training students. The room is subdivided into a rehabilitation area, a taping/treatment area, a physician examination room, underwater hydrotherapy pool, a hydrotherapy room, a storage area, office space for the Director of Sports Medicine and another office of the Associate Athletic Trainer.

Stegeman Coliseum Athletic Training Facility

This facility is located in close proximity to the Butts-Mehre Heritage Hall Athletic Training Room. This facility provides 3,400 sq. ft. of space for the health care services of athletes participating in 14 Olympic sports. The room is subdivided into a taping area, treatment

area, hydrotherapy, physician examination room, rehabilitation area, isokinetic area, four offices for six staff athletic trainers and insurance coordinator, storage area, bathroom, and wash area.

Ramsey Center Athletic Training Room

Three athletic teams (Mens and Womens Swimming and Volleyball) regularly use the Ramsey Center facility for pre- and post-practice preparation and therapeutic treatment. This athletic training room is a converted 400-square-foot facility, which contains a common area for taping/treatment, hydrotherapy and office. No space in this room has been designated for rehabilitation, since all rehabilitation for these sports is conducted in the Stegeman Coliseum Athletic Training Facility.

Soccer/Softball Complex

This facility was completed in Fall 2000. This facility includes locker room, showers, public restrooms and an athletic training room. Currently, 306 square feet has been allocated to athletic training facility for soccer and another facility for softball. This facility will be used for pre/post practice preparation and treatments.

Administration

The current program in the Department of Kinesiology is administered by Dr. Kirk Cureton, Head of the Department of Kinesiology, who oversees all academic programs offered by the Department. Dr. Harry DuVal serves as the undergraduate program coordinator and Dr. Michael Ferrara serves as coordinator of the athletic training education program. There is superior continuing support for the program from the University, College, Department and the Athletic Association.

Assessment

Assessment of the Athletic Training Education Program

The willingness and commitment to objectively assess the quality and success of student achievement, the academic program and faculty accomplishments are critical to the stability and viability of a program. Information and insight from such efforts offer direction and reaffirmation of goals and objectives. The athletic training program participates in several assessment programs that are conducted by the University, College, and Department. The purpose of the assessment procedures is for the program to validate its educational outcomes and ensure it is accomplishing its goals and objectives. This calls for a program to regularly assess its philosophy and mission, goals and objectives. Based on these data, an action plan was developed and implemented that reflects a constant and rigorous assessment process that reflects current academic trends, technology changes, and accreditation standards.

The UGA Athletic Training Program has developed and implemented a comprehensive assessment program. This includes obtaining data from the senior exit survey, alumni questionnaires, and survey of employers of UGA athletic training graduates. Further we are also collecting data from current students in the athletic training program regarding their satisfaction with their academic courses and clinical experiences.

Assessment Data Results

Students have been generally satisfied with the instructional quality in the athletic training classes. Since the beginning of the program in 1998, student evaluations of teaching has been high, with most instructors receiving scores of 4.35/5.00 for teaching effectiveness and scores of 4.65 on value of course to professional development. Students have also been generally satisfied with their clinical instruction with mean scores of 4.62 for effectiveness of clinical instructor. Employers also have been very satisfied and impressed with the quality and knowledge demonstrated by UGA athletic training graduates. Lastly, students who graduated from the program found that the program prepared them well for the future in the profession. They felt they were well prepared for the BOC National Certification Examination and valued their academic and clinical instruction as a student.

Since the program's beginning in 1998, the following changes have occurred within the athletic training education program:

- a. Developed admission and retention procedures for the program.
- b. Developed a clinical rotation policy to ensure that students gain clinical experience with upper and lower extremity injuries, general medical clinical rotation and experience with an equipment-intensive sport.
- c. Increased the credit hours for EXRS 2100 from 3 CH to 4 CH to include a laboratory component.
- d. Added laboratory classes for EXRS 3100, EXRS 3120, EXRS 4100, EXRS 4110.
- e. Increased credit hours for EXRS 4120 from 2 CH to 3 CH.
- f. Increased the credit hours for EXRS 2130 from 2 CH to 3 CH and renumbered EXRS 4130.
- g. Added General Medical Conditions in Athletic Training, EXRS 3240, 3 CH to the curriculum.
- h. Added clinical education courses to the curriculum. These are:
 - a. EXRS 3910 – Clinical Experience in Athletic Training I, 1 CH
 - b. EXRS 3920 – Clinical Experience in Athletic Training II, 1 CH
 - c. EXRS 4910 – Clinical Experience in Athletic Training III, 1 CH
 - d. EXRS 4920 - Clinical Experience in Athletic Training IV, 1 CH

The admission and retention policy went into effect in the Fall semester 1998. The laboratory experiences for EXRS 3100, EXRS 3120, EXRS 4100, EXRS 4110 went into effect Spring semester 1999. The laboratory classes for EXRS 2100 were begun in the Fall semester 1999. In 2000, EXRS 2130 was increased to 3 credit hours and renumbered EXRS 4130 and the five new courses (EXRS 3240, 3910, 3920, 4910, 4920) were approved and implemented. The current clinical rotation policy went into effect in the Fall semester 2002. Our superior results on the BOC national certification examination (90% success rate) and our high placement rate (95%) suggests UGA athletic training graduates are in demand and are doing well when compared to peer institutions. The athletic training education program is committed to providing superior education and clinical experiences for the student.

Accreditation

The current ATEP is under accreditation from Commission of Accreditation for Athletic Training Education (CAATE). UGA received accreditation in 2000 and 2005 and the next self-study is scheduled for 2011-2012. The program will continue under its current format until the new degree program is reviewed by the Board of Regents. In addition, the ATEP will continue to comply with SACS requirements as set forth by UGA.

Affirmative Action Impact

There should be no impact of the athletic training major on the University's affirmative action program. Typically, the athletic training education program has approximately 10% minority and international students.

Degree Inscription

Bachelor of Science in Education: Athletic Training

Fiscal and Enrollment Impact, and Estimated Budget

The enrollment in the athletic training education program has been steadily increasing from the program's inception in 1998. Development of the athletic training major will ensure compliance with accreditation standards, allow for the recruitment of high quality students to be enrolled in the program, maintain eligibility standards for the BOC national certification examination and ensure outstanding graduates for the market. The Department of Kinesiology has dramatically increased its credit-hour production since the inception of the program.

The athletic training program is fully funded and supported by the College of Education and the Department of Kinesiology. The initial funding for the program was obtained from a grant from Coca-Cola Foundation and NovaCare Inc. in 1997-98. Funding from the Coca-Cola Foundation was dedicated to the salary of the Program Director of Athletic Training. This was a four-year grant in which the salary amount was internalized gradually over the four years. NovaCare, Inc. contributed \$105,000 for research equipment and educational supplies of the athletic training education program. Again, money was spread over four years with complete institutionalization of the operational budget by the fourth year. The current operating money that the program receives from the College and the Department is sufficient to operate the athletic training major and no new money is sought for operational costs.

Appendix A

Appendix B

Appendix C Course Description for All Courses

KINS 2010. Introduction to Kinesiology.

A survey of the foundations of kinesiology, the study of movement. Units include curricular, historical, philosophical, sociological, psychological, physiological, biomechanical, pedagogical, and motor behavioral components. Students will be introduced to the skills and knowledge required to become a successful practitioner, researcher, or teacher in careers related to kinesiology.

KINS 2100. Prevention and Care of Athletic Injuries.

Modern principles in the prevention, care, treatment, rehabilitation, and management of athletic related injuries and illnesses.

KINS 2100L. Prevention and Care of Athletic Injuries Laboratory.

Application of a variety of protective devices as well as taping, wrapping, and padding procedures consistent with the principles for the care and prevention of athletic injuries.

KINS 2470. Practicum in Athletic Training.

The student will gain entry-level knowledge and skills to function as a student athletic trainer. Each student will gain a minimum of 50 hours of clinical observation in an athletic training setting to obtain clinical experience.

KINS 3100. Recognition and Evaluation of Athletic Injuries I.

Methods and techniques in the recognition and evaluation of athletic injuries to the upper body.

KINS 3200. Recognition and Evaluation of Athletic Injuries II.

Methods and techniques in the recognition and evaluation of athletic injuries to the lower body.

KINS 3240. General Medical Conditions in Athletic Training.

Recognition and treatment of general medical conditions and disabilities of athletes and others involved in physical activity. Application of pharmacological principles in the treatment of illness, injury, and disease for an athletic population.

KINS 3750. Motor Skill Behavior.

Motor development and acquisition of motor skill behavior from birth to advanced age. Combines knowledge of motor development and motor learning in development of efficient teaching methods and strategies.

KINS 3910. Clinical Experience in Athletic Training I.

Medical knowledge and clinical skills related to the practice of athletic training with a focus on general trauma, injury prevention, taping, and bracing.

KINS 3920. Clinical Experience in Athletic Training II.

Medical knowledge and clinical skills related to the practice of athletic training with a focus on lower extremity pathology, general medical conditions, and pharmacological practices in athletic

training.

KINS 4100. Therapeutics I in Athletic Training.

Concepts and principles related to therapeutic modalities and rehabilitation used in the treatment of athletic injuries.

KINS 4110. Therapeutics II in Athletic Training.

Application of rehabilitation and therapeutic modality techniques for specific injuries to the spine, upper extremity, and lower extremity.

KINS 4120. Administration of Sports Medicine.

Advanced organization and administration principles in athletic training and sports medicine. Emphasizes the objectives, principles, and problems in the management of a comprehensive sports medicine program.

KINS 4130. Athletic Training Emergency Care.

The basic principles of emergency medical care focused on athletic injuries. This is a comprehensive course for the athletic trainer who must initially evaluate and stabilize an athlete in a trauma situation. Using a lecture format, rapid assessment, resuscitation, packaging, and transportation of the injured athlete are taught.

KINS 4200/6200. Biomechanics.

Application of mechanical principles to questions regarding mechanisms underlying the structure and function of human body, human movement effectiveness, equipment design, and injury mechanisms.

KINS 4300/6300. Exercise Epidemiology.

Health-related aspects of exercise, physical activity, and physical fitness from the perspective of epidemiology. Biological mechanisms for healthy adaptations to physical activity and the behavioral determinants of exercise participation.

KINS 4630/6630. Exercise Physiology I.

Physiological effects of human physical activity. Neuromuscular, cardiovascular, respiratory, metabolic, hormonal, and thermal responses and adaptations to exercise.

KINS 4640-4640L. Scientific Principles of Conditioning and Fitness.

Designing and implementing individualized exercise prescriptions for athletic conditioning or physical fitness development. Development of skills required in conducting physical fitness tests for aerobic power, body composition, flexibility, and muscular strength and endurance.

KINS 4910. Clinical Experience in Athletic Training III.

Medical knowledge and clinical skills related to the practice of athletic training with a focus on upper extremity pathology and emergency care of athletic injuries.

KINS 4920. Clinical Experience in Athletic Training IV.

Medical knowledge and clinical skills related to the practice of athletic training with a focus on therapeutic techniques.

FDNS 2100. Human Nutrition and Food.

Nutritional needs and food choices for the optimal health of the individual during the life cycle.