

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Mar-19** Curriculum Bulletin _____
 Effective Date **Fall 2020** Approved by EPC _____

Department **Health Sciences**
 College **EH - Education, Health and Human Services**
 Degree **BS - Bachelor of Science**
 Program Name **Sports Medicine** Program Banner Code **SPMD**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The purpose of this proposal is to establish a major in Sports Medicine. Kent State University seeks to establish a B.S. degree in Sports Medicine.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: _____ Proposed total credit hours **120**



Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This program will not impact existing programs as it is a degree that will be implemented to attract similar students as did the existing B.S. Athletic Training major which will be inactivated when this new major becomes effective.

Units consulted (other departments, programs or campuses affected by this proposal):

Exercise Physiology/Exercise Science, Integrated Health Sciences, Nutrition, Health Education, Biological Sciences, Chemistry, Physics

REQUIRED ENDORSEMENTS

	5 / 3 / 19
Department Chair / School Director	
	5 / 21 / 19
Campus Dean (for Regional Campuses proposals)	
College Dean (or designee)	_ / _ / _
Dean of Graduate Studies (for graduate proposals)	_ / _ / _
Senior Vice President for Academic Affairs and Provost (or designee)	_ / _ / _

Proposal Summary

Establishment of a new B.S. Sports Medicine Major

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a major in Sports Medicine. Kent State University seeks to establish a B.S. degree in Sports Medicine [BS SPMD] to be offered on the Kent Campus by the School of Health Sciences [HS] in the College of Education, Health and Human Services [EH].

Sports medicine majors are designed to develop research skills and integrate theory to practice through experiential learning activities, including laboratories and internships. The core content in most sports medicine programs focus on cognitive content and applied skills related to the human body, human performance and human movement.

The program will be designed to prepare students for careers and/or graduate studies in a broad array of sports-related, medically-oriented professions, including, but not limited, to athletic trainer, emergency care specialist, rehabilitation specialist, biomechanist, orthotist, prosthetist, pedorthotist, kinesiologist, kinesiotherapist, physical therapist, sports psychologist, sports medicine physician and durable medical equipment seller and designer.

Sports medicine professionals treat amateur athletes, those who want better results from their exercise program, people who have suffered injuries and are trying to regain full function and those with disabilities who are trying to increase mobility and capability. Many careers in this field require advanced degrees and certification.

The College of Education, Health and Human Services currently offers four undergraduate sports-related majors: Athletic Training, Exercise Science, Physical Education and Sports Administration. In 2015, the Commission on Accreditation of Athletic Training Education announced the elevation of accredited athletic training programs from the bachelor's to the master's level, to become effective in 2022. Kent State University was approved to offer the master's degree in athletic training in fall 2018 and will inactivate the bachelor's degree in athletic training [BS ATTR] in the near future.

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

See attached Higher Learning Commission Substantive Change Application, Addendum, and Appendices for detailed curriculum, student learning outcomes, fiscal impact statement, and internal memos of support.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

This program will not impact existing programs as it is a degree that will be implemented to attract similar students as did the BS ATTR which will be inactivated. The issue of duplication has been discussed at FAC in the School of Health Sciences and this degree is declared to not impact other programs. The program will be open to all students at Kent State University who meet the requirements for admission to the university as the SPMD major is not a selective admission program.

The following program areas gave approval to use their courses in this major: Biological Sciences, Chemistry, Exercise Science, Nutrition, Physics, and Psychology.

Fiscal, Enrollment, Facilities and Staffing Considerations

As the existing BS ATTR program tapers down, the new SPMD major will taper up and there will be sufficient faculty and lab space to accommodate this program (and six new courses) with its predicted 50-100 students. Existing lab spaces will be used and faculty loads will be shifted from the BS ATTR to the BS SPMD as it becomes active.

Evidence of Need and Sustainability if Establishing

This program is unique and needed. There are no prerequisites to declare the major. It aligns with the 120-credit hour major guidelines at Kent State University. Sports medicine is a growth industry, encompassing an “interdisciplinary team of professionals including physicians..., physician assistants, physical therapists, occupational therapists, athletic trainers, nurses and others.” Explore Health Careers calls it a fast-growing field because sports medicine doctors, trainers and other professionals treat both athletes and non-athletes, which expands the scope of their practices and the number of people they serve.

The Occupational Information Network (O*NET) from the U.S. Department of Labor assigns a “bright outlook” forecast for many occupations under sports medicine, including sports medicine physicians, athletic trainers, physical therapists, orthotists and prosthetists, fitness trainers and equipment salespersons.

The proposed Sports Medicine major will fill a gap at Kent State by focusing on direct patient care skills and knowledge that are specific to a student’s desired profession under the sports medicine umbrella. The program also will be the optimal choice for students who wish to seek admission into the master’s degree in athletic training and other graduate programs related to sports medicine.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: The proposal will go through the required curriculum approval

process with changes to take effect fall 2020. The following is the anticipated schedule:

ATTR program approval: Spring 2019

HS SCC approval: May 3, 2019

presented to EHHS for approval: May 17, 2019

presented to EPC for approval: August 19, 2019

Faculty Senate: July 2019

Board of Trustees: September 2109

ODHE Chancellor: Dec 2019-February 2020

Higher Learning Commission

Submitted by: Kimberly S. Peer, EdD, AT, FNATA

Athletic Training Program Coordinator

kpeer@kent.edu/330-672-0231



New Programs

Substantive Change Application

Institution: Kent State University

City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: AVP, Curriculum Planning and Administration Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted: *to come*

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 10–12 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit the [Institutional Change section of HLC's website](#) to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file using HLC's [Document Submission form](#).

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University seeks to establish a B.S. degree in Sports Medicine. The degree program will be offered on the Kent Campus by the School of Health Sciences in the College of Education, Health and Human Services. The proposed program will replace the B.S. degree in Athletic Training, which is being phased out (itself being replaced by a master's degree in the discipline).

2. **Is this application being submitted in conjunction with another application?**

Yes No

If yes, please explain:

Not applicable.

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit the Institutional Change section of HLC's website to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Associate's Bachelor's Master's or specialist
 Doctorate Certificate or diploma *New degree level*

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. Approvals. Mark whether each type of approval is required prior to implementing proposed change.

- If approval is required: Attach documentation of the approval.
- If approval is not required: Attach evidence that approval is not needed.

- Internal (faculty, board) approvals Yes No
 System approvals Yes No Not Applicable
 State approval Yes No
 Foreign country(ies) approvals Yes No Not Applicable

For Distance or Correspondence Education only: Process in place to ascertain and secure state approval(s) as required Yes No

6. Specialized Accreditation. Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

Not applicable. Specialized accreditation is not required for employment in this field at the bachelor's degree level.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

Not applicable. This proposal does not require a campus or location visit.

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit. Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See Change Visit: Required Materials and Submission Procedures for more information.
- Request to add a proposed change to an already scheduled visit. Note: Such requests must be submitted at least six months before the visit date. The institution's full change application should be submitted along with other materials required for the visit. Specify type of visit and date scheduled:

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The full name of the program will be a Bachelor of Science degree in Sports Medicine. The assigned six-digit CIP code will be the following:

51.2311 Kinesiotherapy/Kinesiotherapist. A program that prepares individuals, under the direction of physicians, to treat the effects of disease, injury, and congenital disorders through therapeutic exercise and education. Includes instruction in human anatomy, human physiology, kinesiology, biomechanics, therapeutic exercise and adapted physical education, human growth and development, motor learning and performance, testing and measurement, first aid and cardiopulmonary resuscitation, psychology, rehabilitation procedures, patient assessment and management, and professional standards and ethics.

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The degree program is 120 semester credit hours, comprising 53 credit hours of major courses and 67 credit hours of science courses, general education (Kent Core) and electives.

- c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

- d) Proposed initial date for implementation of the program

The proposed implementation is the fall 2020 semester.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience is full-time traditionally aged college students who wish to pursue a degree in sports medicine to prepare for graduate work in related fields or secure immediate employment in the field. Although full-time students of traditional age are the target audience, part-time and transfer students will be accepted and advised regarding time to completion requirements. Students from underrepresented groups will be a target audience to contribute to the expansion initiative of diverse students in health care professions.

- f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

No Yes

If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If contractual approval is required: Complete the full contractual application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.

- g) Whether the program will be part of a consortial arrangement (see HLC's website for a definition of consortial arrangements)

No Yes

If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If consortial approval is required: Complete the full consortial application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.

- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

No Yes

If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. Note: A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not applicable.

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Currently, the only program that Kent State University offers under the same four-digit CIP (51.23 Rehabilitation and Therapeutic Professions) is a master's degree in rehabilitation counseling. The proposed B.S. degree in Sports Medicine will not replace the existing graduate program.

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

At the bachelor's degree level, Kent State offers 10 majors under the same two-digit CIP (51 Health Professions and Related Programs), of which the following two had the highest number of graduates in fiscal year 2018:

- Nursing (B.S.N. degree): 502 graduates
- Public Health (B.S.P.H. degree): 187 graduates

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

Not applicable.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Kent State's College of Education, Health and Human Services currently offers four undergraduate sports-focused majors: Athletic Training, Exercise Science, Physical Education and Sports Administration. In 2015, the Commission on Accreditation of Athletic Training Education announced the elevation of accredited athletic training programs from the bachelor's to the master's level, to become effective in 2022. Kent State University was approved to offer the master's degree in athletic training in fall 2018 and will inactivate the bachelor's degree in athletic training by 2022.

Athletic training faculty worked collaboratively in developing the proposed Sports Medicine major to fill a gap at Kent State by focusing on direct patient care skills and knowledge that are specific to a student's desired profession under the sports medicine umbrella. The program also will be the optimal choice for students who wish to seek admission into the master's degree in athletic training and other graduate programs related to sports medicine.

In addition to being approved by the faculty and the director of the School of Health Sciences (the program's administrative home), the Sports Medicine major was approved by the Curriculum Committee in the College of Education, Health and Human Services; *to come* the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate. The Kent State University Board of Trustees approved the program on *date to come*. See Appendix A for the board's resolution.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

Once the undergraduate Athletic Training major is phased out (admission to the major was suspended starting fall 2020), its undergraduate courses will be transitioned to the proposed Sports Medicine major. Equipment and laboratory and classroom space dedicated for the undergraduate Athletic Training major currently will be used to support both the undergraduate Sports Medicine and the graduate Athletic Training programs in the future.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Faculty have designed the Sports Medicine major to prepare students for careers and/or graduate studies in a broad array of sports-related, medically oriented professions. Job postings on the website for the American Academy of Sports Medicine (ACSM)¹ represent the far-reaching scope of sports medicine and reflects both academic and industry needs for sports medicine-trained professionals (e.g., athletic trainers; fellowships in cognitive neuroscience, motor behavior and family medicine; assistant professor of kinesiology; instructor in biomechanics; and assistant/associate professor of health and human performance).

Sports medicine is considered a growth industry, encompassing an “interdisciplinary team of professionals including physicians..., physician assistants, physical therapists, occupational therapists, athletic trainers, nurses and others.”² Explore Health Careers calls it a fast-growing field because sports medicine doctors, trainers and other professionals treat both athletes and non-athletes, which expands the scope of their practices and the number of people they serve.³

The Occupational Information Network (O*NET) from the U.S. Department of Labor assigns a “bright outlook” forecast for many occupations under sports medicine, including sports medicine physician, athletic trainer, physical therapist, orthotist, prosthetist, fitness trainer and equipment sales.⁴

The College of Education, Health and Human Services has offered a Sports Medicine undergraduate minor for many years. The minor program has averaged 20 enrolled students each semester for the past five years, which is notable as the curriculum is more than 30 credit hours, much larger than the typical minor (typical is 15-18 credit hours).

1. American College of Sports Medicine. (2019). Career center. Retrieved from careers.acsm.org/jobs.
2. Study.com (n.d.). Sports medicine career options and employment outlook. Retrieved from study.com/sports_medicine_career.html.
3. Explore Health Careers (2018). Liaison International. Sports medicine overview. Retrieved from explorehealthcareers.org/field/sports-medicine.
4. National Center for O*NET Development (n.d.). Occupations for sports medicine. Retrieved from www.onetonline.org/find/result?s=sports%20medicine&a=1.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

With admission suspended for the undergraduate Athletic Training major starting in fall 2020, it is projected that prospective students who would have chosen that major will declare, instead, the proposed Sports Medicine major. The B.S. degree in Athletic Training averaged 136 enrolled students each fall semester over the past five years, of which, an average 60 students were freshmen (15th day census). The college will accommodate this growth by offering the courses with existing, full-time athletic training faculty (and limited part-time faculty).

Unlike the Athletic Training major, the Sports Medicine major will not have specialized accreditation; therefore, course enrollment can be larger because the student-to-faculty ratio will not be prescribed as is done under athletic training accreditation. Should the program grow more than expected after the initial three-year transition, long-term staffing will be discussed with the School of Health Sciences director to establish a plan to ensure quality of instruction in the program's course offerings.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The Sports Medicine major will be no exception and will undergo the same scrutiny as others.

Since the program primarily will use existing courses, faculty, facilities and other resources that have been used for the undergraduate Athletic Training major (and will be used for the graduate Athletic Training major), fiscal projections show no overall change in revenue or expenses from the current baseline. See Appendix B for a fiscal impact statement.

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). The College of Education, Health and Human Services employs marketing staff who are responsible for ensuring consistency and accuracy of messages in promotional communications. In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials, including the Kent State website.

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

Six new courses will be established at implementation. See Appendix C for courses comprising the program and their description.

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, psychology, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, and documentation and record keeping.

See Appendix D for catalog copy, including admission and course requirements.

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Five full-time faculty from the School of Health Sciences will be the primary instructors of the major coursework. One of the four is a tenured professor who will also serve as the program coordinator (12 credit-hour course load each semester). The remaining four are non-tenure track with a 15 credit-hour course load each semester. Four master's degree candidates are teaching assistants to support the major laboratory work. Part-time faculty will be hired when needed in the first several years of the program; however, it is expected that this need will reduce significantly after the undergraduate Athletic Training major is completely phased out.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

A summary of qualifications of faculty teaching the major courses for the Sports Medicine program are in Appendix E.

Catherine (Cary) Hale, M.S. (*non-tenure track, 15 credit load*): Certified athletic trainer who will serve primarily as an instructor for the B.S. degree in Sports Medicine. She also teaches anatomy and physiology courses as part of Kent State's Kent Core (general education) and master's level pharmacology courses for the M.S. degree in Exercise Physiology.

Hannah Harnar, M.S. (*non-tenure track, 15 credit load*): Certified athletic trainer with expertise in clinical education, she will serve as the clinical coordinator for the B.S. degree in Sports Medicine. In addition, she will teach introductory courses for the Sports Medicine major and supervise the clinical capstone and clinical practicum courses for the M.S. degree in Athletic Training. She is expected to graduate with her Ed.D. degree from Findlay University in 2019.

Jeffery Huston, Ed.D. (*non-tenure track, 15 credit load*): Certified athletic trainer with a strong background in educational leadership and anatomy and physiology. He will teach courses for B.S. degree in Sports Medicine and the M.S. degree in Athletic Training.

Jay Jonas, Ph.D. (*non-tenure track, 15 credit load*): Certified athletic trainer with expertise in biomechanics, modalities and advanced clinical practice. He will teach courses for B.S. degree in Sports Medicine and the M.S. degree in Athletic Training.

Kimberly Peer, Ed.D. (*tenured, 2-3 load for 12 hours*): Certified athletic trainer and fellow of the National Athletic Trainers' Association, she will serve as program coordinator for the B.S. degree in Sports Medicine. With over 30 years of experience, she has expertise in educational administration and ethics education.

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses (through KentLink). Kent State is a member of OhioLink, which gives students access to library materials and electronic research databases from 120 academic libraries in Ohio. Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials. University Libraries provide instructional services, including workshops and in-class visits, to educate students on finding and using information effectively and ethically.

A subject librarian works with the College of Education, Health and Human Services to create awareness of library resources and programs and to build library collections appropriate for the department's programs and curriculum.

In addition, the Instructional Resource Center provides access to a collection of educational books and materials as well as equipment and testing materials to students, faculty and staff in the College of Education, Health and Human Services.

Kent State University already has strong holdings for the sports medicine field due to the Athletic Training major. The electronic databases and resources available through PubMed, ERIC, Sport Discus, and Cinhal provide rich access to comprehensive, contemporary literature in the field.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Student progress in the Sports Medicine major will be monitored through coursework and competency assessments throughout each semester. Faculty will employ a variety of evaluation tools, including, but not limited to, course grades, competency skills scores, case reviews and analysis and semester-end portfolios. At the end of each semester, students will be surveyed on their course instructor/instruction. At the end of the program, students will complete a graduate survey identifying strengths and weaknesses of the program.

Self-assessment is also an integral part of the program since students evaluate their own performance. Portfolio assessments will provide a comprehensive, on-going evolution of student skills and performance.

See Appendix F for the program's student learning outcomes.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Student learning will be assessed using didactic and clinical assessments. Student learning will be measured through performance evaluations on course examinations and projects, lab activities, clinical competencies and practical evaluations, including case analysis and portfolio assessments. Persistence and completion will be measured through retention and progression data for the major students within the program as generated by the university. Persistence and retention will be supported through individualized faculty advising, mentoring during class offerings and individualized competency assessment and remediation, if needed, for most of the applied courses.

Appendices

- A Resolution from the Kent State University Board of Trustees
- B Fiscal impact statement
- C Program course descriptions
- D Catalog copy of program admission and course requirements
- E Program faculty qualifications
- F Program student learning outcomes

*Board of Trustees
Resolution
to come*

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	50	75	100	100
Headcount part-time				
Full-time equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition	\$ 322,400	\$ 483,600	\$ 644,800	\$ 644,800
Expected state subsidy	\$ 133,750	\$ 200,625	\$ 267,500	\$ 267,500
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$ 456,150	\$ 684,225	\$ 912,300	\$ 912,300
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: (include #)	\$ -	\$ -	\$ -	\$ -
Part-time: (include #)	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time: (include #)	\$ -	\$ -	\$ -	\$ -
Part-time: (include #)	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: (include #) 5	\$ 356,438	\$ 363,567	\$ 370,838	\$ 378,250
Part-time: (include #) 2 / 1	\$ 6,150	\$ 6,150	\$ 6,150	\$ 3,075
-Non-instruction				
Full-time: (include #)	\$ -	\$ -	\$ -	\$ -
Part-time: (include #)	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 134,943	\$ 137,624	\$ 140,358	\$ 142,688
New facilities/building/space renovation (describe in narrative)	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses (see below)	\$ 278,252	\$ 417,377	\$ 556,503	\$ 556,503
Total Projected Program Expenses	\$ 775,783	\$ 924,718	\$ 1,073,849	\$ 1,080,518
Projected Program Net	\$ (319,633)	\$ (240,493)	\$ (161,549)	\$ (168,218)

Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 48%	\$ 218,952	\$ 328,428	\$ 437,904	\$ 437,904
EHHS Overhead - estimated at 13%	\$ 59,300	\$ 88,949	\$ 118,599	\$ 118,599
Professional development	\$ -	\$ -	\$ -	\$ -
Supplies (office, computer software, duplication, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ 278,252	\$ 417,377	\$ 556,503	\$ 556,503

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.] The following assumptions were made:

- No increase in fixed cohort tuition rate across the 4-year analysis
- 2% salary increase each year for FT faculty
- RCM rate fixed at 48% (this is likely to be reduced slightly in the next four years)
- EHHS overhead rate 13% (target rate set by Dean Hannon)

ATTR 15002 Introduction to Sports Medicine Careers (2 credit hours) *NEW*

An overview of the profession of athletic training as well as other similar sports medicine fields; including employment opportunities, academic preparation and clinical preparation. Emphasis on leadership, mentoring, ethics and research from an introductory perspective.

ATTR 15012 Documentation in Health Care (2 credit hours) *NEW*

Addresses clinical writing skills associated with documentation in health care. Addresses the legal, ethical, and practical needs for proper documentation in health care. Focus is on reading, writing and interpreting various forms of medical documentation including but not limited to SOAP notes, progress notes, treatment notes, clinical record keeping, and facility records. Electronic medical record techniques and other clinical record methods will be addressed.

ATTR 20001 Sociocultural Aspects of Health Care (3 credit hours) *NEW*

Advanced examination of the sociocultural aspects of healthcare careers. Specific emphasis will be placed on the recognition of diverse patient populations and effectively addressing their unique needs. Cultural competence will be the focus of the course and will address various aspects of sociocultural diversity; including but not limited to racial, ethnic, religious, socioeconomic, regional beliefs, and alternative approaches to healthcare.

ATTR 25036 Responding to Emergencies (3 credit hours) *REVISED*

Principles of emergency care including prevention, management, and administrative aspects associated with injury and trauma. Practical competency in emergency care and first aid; American Red Cross Professional Rescuer Certification for CPR and AED.

ATTR 25037 Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine (3 credit hours) *REVISED*

Anatomical, clinical assessment and kinesiology related to injuries and illnesses common in athletic training and sports medicine. Emphasis on orthopedic assessment and kinesiology concepts of the lower extremity and spine.

ATTR 25038 Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck (3 credit hours) *REVISED*

Anatomical, clinical assessment and kinesiology related to injuries and illnesses common in athletic training and sports medicine. Emphasis on orthopedic assessment and kinesiology concepts of the upper extremity, head and neck.

ATTR 25057 Human Anatomy and Physiology I (4 credit hours)

Comprehensive examination of anatomy and physiology related to the organization of the body and basic cell and tissue types. Specific structure and function of the muscular, skeletal, integumentary and nervous systems are addressed.

ATTR 25058 Human Anatomy and Physiology II (4 credit hours)

Comprehensive examination of anatomy and physiology related to the human body under rest and exercise conditions. Specific structure and function of the metabolic, endocrine, lymphatic, digestive, urinary and reproductive systems are addressed. Advanced coverage of neurological, cardiovascular and respiratory systems are also addressed.

ATTR 35037 Advanced Physical Assessment Techniques (3 credit hours)

Anatomical, medical and clinical assessment techniques for injuries and illnesses common to the physically active. Emphasis on neurological and non-orthopedic assessment strategies for proper referral and care.

ATTR 35040 Strength and Conditioning I (2 credit hours)

Demonstrate didactic understanding and clinical application of energy systems, anatomy and proper techniques for strength and conditioning exercises for practical applications with athletes.

ATTR 35050 Neurological Process for the Healthcare Professional (3 credit hours)

Advanced cognitive content in the areas of normal and pathological function of the nervous system and its components. Specific emphasis on the neurophysiological basis for motor learning, special senses, and memory serves to address the central and peripheral nervous system structure and function. Growth and Development and pathological responses to hypoxia, microbiologic agents, genetic derangements, nutritional deficiencies, chemicals, drugs and aging are addressed.

ATTR 35054 Biomechanics (3 credit hours)

Anatomical and mechanical bases of human movement. Emphasis is placed on tools and techniques for motion analysis, mechanical concepts, forces and performance analysis. Lecture and laboratory.

ATTR 35062 Evidence-Based Research in Health Care (3 credit hours) *NEW*

An examination of evidence-based practice and evidence-based research in health care. The focus of the course will include understanding literature, research questions, methods of research, and how evidence-based research and evidence-based practice play a vital role in the delivery of modern-day healthcare. Emphasis will be placed upon the process of evidence-based research, utilizing the outcomes of evidence-based research and the utilization of outcomes assessment in healthcare.

ATTR 43018 Ethical Leadership for Health Care (3 credit hours) *REVISED*

Examination of specific situations in healthcare from an ethical sensitivity, reasoning and decision-making perspective. A problem-oriented case study approach based on contemporary moral issues and moral theory related to clinical and academic health professions. An examination and assessment of leadership styles and methods as they pertain to healthcare and healthcare administration.

ATTR 45019 Professional Responsibility and Management in Health Care (3 credit hours) *NEW*

An investigation of the issues affecting the entry level healthcare providers. Professional development issues and career advancement are included. Investigation into current philosophies and legal aspects of healthcare management. Organization and administrative concepts and models will focus on the advancement of patient-based healthcare.

ATTR 45040 Pathology and Pharmacology for Allied Healthcare Providers (3 credit hours)

Investigation of specific pathological conditions presented by professionals, including physicians and pharmacists. Will discuss common pathologies, associated pharmacological treatment and physiologic effects for various afflictions.

ATTR 45041 Advanced Therapeutic Interventions (3 credit hours)

Addresses the physiological considerations of specific injuries and conditions commonly encountered in the athletic training profession. Focus is on contemporary rehabilitative programming for all of the major body regions. Specific units on Aquatic therapy and rehabilitation, Neurological considerations for rehabilitation, Return to Running Considerations, and Return to Throwing protocols are included.

ATTR 45492 Inter-Professional Internship in Sports Medicine (3 credit hours) *NEW*

Inter-professional internship experience in a sports medicine discipline. An internship experience in a sports medicine facility focusing on inter-professional dynamics and aspects of the discipline. A comprehensive clinical experience will be supported by engagement in the inter-professional environment through projects and professional development experiences. Integration of professionalism, professional development, and transition to practice in a sports medicine discipline drives this internship.

BSCI 10120 Biological Foundations (4 credit hours)

This introductory course examines the organization of life from subcellular biochemistry and molecular biology, to genetics, bioenergetics and system homeostasis.

BSCI 30130 Human Physiology (3 credit hours)

Integrating mechanisms, pharmacological and pathological considerations for selected organ systems.

BSCI 30140 Cell Biology (4 credit hours)

Investigation of the cell as the fundamental unit of life with an emphasis on the relationship between cellular structure and function.

CHEM 10060 General Chemistry I (4 credit hours)

Chemistry for science majors, emphasizing stoichiometry, introduction to chemical reactions, thermochemistry, atomic structure, periodicity, molecular structure and chemical bonding. Students who register for this course must successfully complete the departmentally approved placement assessment prior to the start of the term.

CHEM 10061 General Chemistry II (4 credit hours)

Continuation of CHEM 10060, emphasizing intermolecular forces, properties of mixtures, main group chemistry, kinetics, equilibrium, acid-base chemistry, thermodynamics and electrochemistry.

CHEM 10062 General Chemistry I Laboratory (1 credit hour)

Laboratory covering pertinent aspects of CHEM 10060. Three hours weekly.

CHEM 10063 General Chemistry II Laboratory (1 credit hour)

Laboratory covering pertinent aspects of CHEM 10061, including qualitative analysis.

EXSC 35068 Statistics for Exercise Scientist (3 credit hours)

Measurement and statistics applied to physical education and exercise/sport sciences; laboratory experiences in statistics test construction and administration and evaluation.

EXSC 45080 Physiology of Exercise (3 credit hours)

Response of the human to acute and chronic exercise with emphasis on the underlying physiological mechanisms.

MATH 11010 Algebra for Calculus (3 credit hours)

Course includes an extensive and rich immersion into the structure of functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.) . Operations with functions, including addition, subtraction, multiplication, division, composition and inversion. Functions are studied as a tool to analyze rates of change in real-world scenarios. Emphasis is on linear, polynomial, exponential and rational functions, with an extensive problem-solving component.

MATH 11022 Trigonometry (3 credit hours)

Solution of triangles, trigonometric equations and identities.

NUTR 23511 Science of Human Nutrition (3 credit hours)

Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

PHY 13001 General College Physics I (4 credit hours)

Principles of mechanics, heat and sound.

PSYC 11762 General Psychology (3 credit hours)

Introduction to the scientific approach to understanding human behavior and mental processes such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior and the experience of emotion and psychological disorders.

UC 10097 Destination Kent State: First Year Experience (1 credit hour)

Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first-year students.

DESCRIPTION

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

Fully Offered At:

- Kent Campus

ACCREDITATION

None

ADMISSION REQUIREMENTS

Standard admission criteria for the bachelor's degree at the Kent State University.

PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Develop foundational knowledge for admission to advanced studies in graduate athletic training programs or employment in associated sports medicine fields
2. Demonstrate sound decision-making through analysis and application in the prevention, management, and resolution of health-related issues associated with sports medicine issues
3. Engage in comprehensive sports medicine care while integrating disciplined-specific, synthesized, creative, respectful and ethical elements
4. Develop confidence and competence to successfully transition into practice and/or higher education programs in sports medicine

PROGRAM REQUIREMENTS

Major Requirements

Major Requirements (courses count in major GPA)		53 credit hours	
Course	Title		Credits
ATTR 15002	Introduction to Sports Medicine Careers	<i>new</i>	2
ATTR 15012	Documentation in Health Care	<i>new</i>	2
ATTR 20001	Sociocultural Aspects of Health Care	<i>new</i>	3
ATTR 25036	Responding to Emergencies	<i>revised</i>	3
ATTR 25037	Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine	<i>revised</i>	3
ATTR 25038	Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck	<i>revised</i>	3
ATTR 25057	Human Anatomy and Physiology I		4
ATTR 25058	Human Anatomy and Physiology II		4
ATTR 35037	Advanced Physical Assessment Techniques		3
ATTR 35040	Strength and Conditioning I		2
ATTR 35050	Neurological Process for the Healthcare Professional		3
ATTR 35054	Biomechanics		3
ATTR 35062	Evidence-Based Research in Health Care	<i>new</i>	3
ATTR 43018	Ethical Leadership for Health Care (<i>Writing Intensive</i>)	<i>revised</i>	3
ATTR 45019	Professional Responsibility and Management in Health Care	<i>new</i>	3
ATTR 45040	Pathology and Pharmacology for Allied Healthcare Providers		3
ATTR 45041	Advanced Therapeutic Interventions		3
ATTR 45492	Inter-Professional Internship in Sports Medicine (<i>ELR</i>)	<i>new</i>	3
Additional Requirements (courses do not count in major GPA)		67 credit hours	
Course	Title		Credits
BSCI 10120	Biological Foundations (<i>Kent Core Basic Sciences</i>)		4
BSCI 30130	Human Physiology		3
BSCI 30140	Cell Biology		4
CHEM 10060	General Chemistry I (<i>Kent Core Basic Sciences</i>)		4
CHEM 10061	General Chemistry II (<i>Kent Core Basic Sciences</i>)		4
CHEM 10062	General Chemistry I Laboratory (<i>Kent Core Basic Sciences</i>)		1
CHEM 10063	General Chemistry II Laboratory (<i>Kent Core Basic Sciences</i>)		1
EXSC 35068	Statistics for Exercise Scientist		3
EXSC 45080	Physiology of Exercise		3
NUTR 23511	Science of Human Nutrition (<i>Kent Core Basic Sciences</i>)		3
MATH 11010	Algebra for Calculus (<i>Kent Core Mathematics and Critical Reasoning</i>)		3
MATH 11022	Trigonometry (<i>Kent Core Mathematics and Critical Reasoning</i>)		3
PHY 13001	General College Physics I (<i>Kent Core Basic Sciences</i>)		4
PSYC 11762	General Psychology (<i>Kent Core Social Sciences</i>)		3
UC 10097	Destination Kent State: First Year Experience		1
	Kent Core Composition		6
	Kent Core Humanities and Fine Arts (minimum one course from each)		9
	Kent Core Social Sciences (must be from two disciplines)		3
	General Electives (total credit hours depend on earning 120 credit hours, including 39 upper-division credit hours)		5
Minimum Total Credit Hours:			120

Graduation Requirements

Minimum Major GPA: 2.500

Minimum Overall GPA: 2.500

ROADMAP

Semester One		
ATTR 15002	Introduction to Sports Medicine Careers	2
ATTR 15012	Documentation in Health Care	2
BSCI 10120	Biological Foundations	4
MATH 11010	Algebra for Calculus	3
PSYC 11762	General Psychology	3
UC 10097	Destination Kent State: First Year Experience	1
		Credit Hours: 15
Semester Two		
ATTR 25036	Responding to Emergencies	3
CHEM 10060	General Chemistry I	4
CHEM 10062	General Chemistry I Laboratory	1
MATH 11022	Trigonometry	3
NUTR 23511	Science of Human Nutrition	3
Kent Core Requirement		3
		Credit Hours: 17
Semester Three		
ATTR 20001	Sociocultural Aspects of Health Care	3
ATTR 25057	Anatomy and Physiology I	4
CHEM 10061	General Chemistry II	4
CHEM 10063	General Chemistry II Laboratory	1
Kent Core Requirement		3
		Credit Hours: 15
Semester Four		
ATTR 25058	Anatomy and Physiology II	4
ATTR 35040	Strength and Conditioning I	2
PHY 13001	General College Physics I	4
Kent Core Requirement		3
Kent Core Requirement		3
		Credit Hours: 16
Semester Five		
ATTR 25037	Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine	3
ATTR 35062	Evidence-Based Research in Health Care	3
BSCI 30140	Cell Biology	4
EXSC 35058	Statistics for Exercise Scientist	3
Kent Core Requirement		3
		Credit Hours: 16
Semester Six		
ATTR 25038	Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck	3
ATTR 35037	Advanced Physical Assessment Techniques	3
ATTR 35050	Neurological Processes for the Healthcare Professional	3
Kent Core Requirement		3
General Elective		3
		Credit Hours: 15
Semester Seven		
ATTR 35054	Biomechanics	3
ATTR 45019	Professional Responsibility and Management in Health Care	3
BSCI 30130	Human Physiology	3
General Elective		2
		Credit Hours: 11
Semester Eight		
ATTR 43018	Ethical Leadership in Health Care	3
ATTR 45040	Pathology and Pharmacology for Allied Healthcare Providers	3
ATTR 45041	Advanced Therapeutic Interventions	3
ATTR 45492	Inter-Professional Internship in Sports Medicine	3
EXSC 45080	Physiology of Exercise	3
		Credit Hours: 15

Program Faculty Qualifications – B.S. Degree in Sports Medicine

Appendix E

Faculty listed below teach the required courses in the major. Additional course requirements are taught by faculty from their respective departments for this and other degree programs.

Faculty/Title	Terminal Degree	Courses Faculty Teach in Program
Catherine Hale <i>Associate Lecturer</i> <i>(non-tenure track)</i>	M.S., Athletic Training, Indiana University-Bloomington, 1995 <i>Certified Athletic Trainer</i>	<ul style="list-style-type: none"> ▪ ATTR 25036 Responding to Emergencies * ▪ ATTR 25038 Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck ▪ ATTR 25058 Human Anatomy and Physiology II * ▪ ATTR 35037 Advanced Physical Assessment Techniques ▪ ATTR 45040 Pathology and Pharmacology for Allied Healthcare Providers
Hannah Harnar <i>Lecturer</i> <i>(non-tenure track),</i> <i>Clinical Coordinator</i>	M.S., Exercise Physiology, Kent State University, 2013 <i>Certified Athletic Trainer</i>	<ul style="list-style-type: none"> ▪ ATTR 15002 Introduction to Sports Medicine Careers ▪ ATTR 15012 Documentation in Health Care
Jeffery Huston <i>Professor</i> <i>(non-tenure track)</i>	Ed.D., Educational Leadership, Capella University, 2017 ** <i>Certified Athletic Trainer</i>	<ul style="list-style-type: none"> ▪ ATTR 25037 Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine * ▪ ATTR 25057 Human Anatomy and Physiology I * ▪ ATTR 45492 Inter-Professional Internship in Sports Medicine
Jay Jonas <i>Professor</i> <i>(non-tenure track)</i>	Ph.D., Exercise Physiology, Kent State University, 2018 <i>Certified Athletic Trainer</i>	<ul style="list-style-type: none"> ▪ ATTR 25036 Responding to Emergencies * ▪ ATTR 35050 Neurological Process for the Healthcare Professional ▪ ATTR 35054 Biomechanics * ▪ ATTR 45041 Advanced Therapeutic Interventions
Robert Lemieux <i>Assistant Athletic Director for Sports Performance,</i> <i>Department of Athletics</i>	B.S., Physical Education, Kent State University, 1998 <i>Certified: Collegiate Strength and Conditioning Coaches Association, National Strength and Conditioning Association, USA Weightlifting, Titleist Performance Institute</i>	<ul style="list-style-type: none"> ▪ ATTR 35040 Strength and Conditioning I
Kimberly Peer <i>Professor (tenured),</i> <i>Program Coordinator</i>	Ed.D., Higher Education Administration, University of Akron, 2001 <i>Certified Athletic Trainer</i> <i>Fellow, National Athletic Trainers' Association</i>	<ul style="list-style-type: none"> ▪ ATTR 20001 Sociocultural Aspects of Health Care ▪ ATTR 35062 Evidence-Based Research in Health Care ▪ ATTR 43018 Ethical Leadership for Health Care ▪ ATTR 45019 Professional Responsibility and Management in Health Care

* Course is also taught by graduate teaching assistants

** Credential has not been verified by Kent State Office of Academic Personnel

Student Learning Outcomes – B.S. Degree in Sports Medicine

Appendix F

Major Course	Student Learning Outcome 1: Develop foundational knowledge through the engagement of active learning in clinical and didactic educational content for admission to advanced studies in graduate athletic training programs or immediate employment in associated sports medicine fields as measured by graduate placement, employment data, clinical evaluations and performance on credentialing exams.			Student Learning Outcome 2: Integrate critical thinking so students demonstrate sound decision making through analysis and application in the prevention, management, and resolution of health related issues associated with sports medicine issues as evidenced through practical examinations, cross-curricular projects, and portfolios.			Student Learning Outcome 3: Create opportunities for students to collaborate in interprofessional education to encourage a comprehensive approach to health-care as evidenced by service learning projects, inter-professional clinical experiences, and practical examinations.		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
ATTR 15002 Introduction to Sports Medicine Careers	✓			✓			✓		
ATTR 15012 Documentation in Health Care	✓			✓			✓		
ATTR 20001 Sociocultural Aspects of Health Care	✓			✓			✓		
ATTR 25036 Responding to Emergencies	✓			✓			✓		
ATTR 25037 Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine		✓			✓			✓	
ATTR 25038 Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck		✓			✓			✓	
ATTR 25057 Human Anatomy and Physiology I		✓			✓			✓	
ATTR 25058 Human Anatomy and Physiology II		✓			✓			✓	
ATTR 35037 Advanced Physical Assessment Techniques		✓			✓			✓	
ATTR 35040 Strength and Conditioning I		✓			✓			✓	
ATTR 35050 Neurological Process for the Healthcare Professional		✓			✓			✓	
ATTR 35054 Biomechanics		✓			✓			✓	
ATTR 35062 Evidence-Based Research in Health Care			✓		✓				✓
ATTR 43018 Ethical Leadership for Health Care		✓				✓			✓
ATTR 45019 Professional Responsibility and Management in Health Care			✓			✓			✓
TTR 45040 Pathology and Pharmacology for Allied Healthcare Providers		✓			✓			✓	
ATTR 45041 Advanced Therapeutic Interventions		✓			✓			✓	
ATTR 45492 Inter-Professional Internship in Sports Medicine			✓			✓			✓

Student Learning Outcomes – B.S. Degree in Sports Medicine

Appendix F

Major Course	Student Learning Outcome 4: Engage in comprehensive sports medicine care while integrating disciplined specific, synthesized, creative, respectful and ethical elements in order to successfully transition to clinical practice or advanced higher educational programs as assessed by alumni surveys, portfolio projects, and employment data.			Student Learning Outcome 5: Develop confidence and competence to successfully transition into practice and/or higher education programs in sports medicine as evidenced by employment data, certification and credentialing data, and graduate school admissions.		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
ATTR 15002 Introduction to Sports Medicine Careers	✓			✓		
ATTR 15012 Documentation in Health Care	✓			✓		
ATTR 20001 Sociocultural Aspects of Health Care	✓			✓		
ATTR 25036 Responding to Emergencies	✓				✓	
ATTR 25037 Physical Assessment Techniques and Kinesiology for the Lower Extremity and Spine		✓			✓	
ATTR 25038 Physical Assessment Techniques and Kinesiology for the Upper Extremity, Head and Neck		✓			✓	
ATTR 25057 Human Anatomy and Physiology I		✓				
ATTR 25058 Human Anatomy and Physiology II		✓				
ATTR 35037 Advanced Physical Assessment Techniques		✓				
ATTR 35040 Strength and Conditioning I		✓			✓	
ATTR 35050 Neurological Process for the Healthcare Professional		✓				
ATTR 35054 Biomechanics		✓			✓	
ATTR 35062 Evidence-Based Research in Health Care						✓
ATTR 43018 Ethical Leadership for Health Care			✓			✓
ATTR 45019 Professional Responsibility and Management in Health Care			✓			✓
TTR 45040 Pathology and Pharmacology for Allied Healthcare Providers		✓			✓	
ATTR 45041 Advanced Therapeutic Interventions		✓			✓	
ATTR 45492 Inter-Professional Internship in Sports Medicine			✓			✓

Summary of Program Assessment Plan

PROGRAM MISSION:

The mission of the B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual

Student Learning Outcomes – B.S. Degree in Sports Medicine

Appendix F

muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

STUDENT LEARNING OUTCOMES:

Student Learning Outcome 1: Develop foundational knowledge through the engagement of active learning in clinical and didactic educational content for admission to advanced studies in graduate athletic training programs or immediate employment in associated sports medicine fields.

- Method of Assessment: Measured by graduate placement, employment data, clinical evaluations and performance on credentialing exams.
- Achievement Target: Graduate placement over 90% in sports medicine fields at graduation; 100% of the majors challenging and passing at least one Sports Medicine credentialing exam preceding or within 1 year of graduation.

Student Learning Outcome 2: Integrate critical thinking so students demonstrate sound decision making through analysis and application in the prevention, management, and resolution of health related issues associated with sports medicine issues.

- Method of Assessment: Practical examinations, cross-curricular projects, and portfolios.
- Achievement Target: Practical examinations in at least 80% of the major courses; Cross-curricular collaboration in at least 50% of the major courses; and completion of semester and summative portfolios in 80% of major courses.

Student Learning Outcome 3: Create opportunities for students to collaborate in interprofessional education to encourage a comprehensive approach to health-care.

- Method of Assessment: service learning projects, inter-professional clinical experiences, and practical examinations.
- Achievement Target: 100% participation by all majors in at least 1 service project per year; 100% participation in sports medicine related clinical experience in senior year; practical examinations in at least 80% of major courses.

Student Learning Outcome 4: Engage in comprehensive sports medicine care while integrating disciplined specific, synthesized, creative, respectful and ethical elements in order to successfully transition to clinical practice or advanced higher educational programs.

- Method of assessment: Alumni surveys, portfolio projects, and employment data
- Achievement target: Alumni and employer surveys administered at 1, 3 and 5 years post graduation to identify migration into SPMD professions and employer satisfaction with graduates; Portfolio projects in at least 80% of major courses with artifacts and narratives; and

Student Learning Outcome 5: Develop confidence and competence to successfully transition into practice and/or higher education programs in sports medicine.

- Methods of Assessment: employment data, certification and credentialing data, and graduate school admissions
- Achievement Target: See outcome 4 above – garnered through alumni and employer surveys and exit surveys prior to graduation

ASSESSMENT RESULTS:

Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).

Programmatic information will be used to guide revisions (if necessary) in the courses and sequencing of the major courses. Employer and alumni information will facilitate industry standards review to ensure graduates are meeting the needs of those employing them. Student feedback throughout the course of the year will guide program improvement. An annual pre-semester meeting and post-semester strategic planning meetings are held where information will be reviewed by the faculty as presented and coordinated by the Program Coordinator.