

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of South Florida
University Submitting Proposal

Summer 2015
Proposed Implementation Term

Morsani College of Medicine
Name of College(s) or School(s)

Orthopaedics and Sports Medicine
Name of Department(s)/ Division(s)

Athletic Training
Academic Specialty or Field

Master of Science in Athletic Training
Complete Name of Degree

51.0913
Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	24	30
Year 2	48	90
Year 3	52	97.5
Year 4	58	108.75
Year 5	60	112.5

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$14,507	\$435,197	0	0	\$435,197
\$4,128	\$464,431	0	0	\$464,431

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed degree is a post-baccalaureate professional degree in Athletic Training to replace the current Bachelor of Science in Athletic Training. The profession of Athletic Training has evolved to the point that entry-level is a master's degree.

Level: MS

Concentrations, tracks, or specializations: none

Total Credit Hours: 60

Overall Purpose: The purpose of the proposed program is to prepare the students for entry into a career in Athletic Training. At the culmination of the program, the students will be eligible to sit for the national Board of Certification Examination to become Certified Athletic Trainers. Athletic Trainers (ATs) are health care professionals who collaborate with physicians to provide services comprised of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

Examples of Employment Opportunities Available to Program Graduates: Traditionally, ATs are employed through academic institutions at the middle school, secondary school, and collegiate levels to care for their respective athletic teams. In addition, many athletic trainers work outside of athletic settings providing physical medicine and rehabilitation, as well as other services to people of all ages. Some examples of these "non-traditional" settings include:

- Physician offices as physician extenders, similar to nurses, physician assistants, physical therapists and other professional clinical personnel.
- Rural and urban hospitals, hospital emergency rooms, urgent and ambulatory care centers.
- Clinics with specialties in sports medicine, cardiac rehab, medical fitness, wellness and physical therapy.
- Occupational health departments in commercial settings, which include manufacturing, distribution and offices to assist with ergonomics.
- Police and fire departments and academies, public safety and municipal departments, branches of the military.
- Youth leagues, municipal and independently owned youth sports facilities.
- Large industrial settings.
- Performing Arts companies to help keep performers in peak condition.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.edu/pressroom/strategicplan.php>)

The Master of Athletic Training Program *strongly aligns* with the FL BOG Strategic Priorities and Goals for 2012-2025;

(1) **Teaching & Learning-** The proposed program will ultimately produce 30+ certified athletic trainers annually that will directly support statewide professional and workforce needs. It will also increase the number of degrees awarded in a STEM area, a strategic priority for a knowledge economy.

(2) **Scholarship, Research & Innovation-** The transition from the current baccalaureate program to the proposed Master of Science in Athletic Training will dramatically enhance the

ability of the students to engage in research and to understand the impact of scholarship on the profession. The opportunities for collaboration with private industry on research projects, such as bracing companies, therapeutic modalities, rehabilitation equipment, etc, will be significantly increased.

(3) Community & Business Engagement- A large part of the proposed program will consist of the students' clinical experiences at entities throughout the greater Tampa area. These include Pasco and Hillsborough County high schools, Saint Leo University, several local physical therapy clinics, and local professional teams. Also, in collaboration with the SMART Institute, we have established partnerships with public companies, such as Tampa Electric Company (TECO), to provide wellness programs and injury prevention workshops.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The proposed Master of Science in Athletic Training program will address two primary Areas of Programmatic Strategic Emphasis as described in the SUS Strategic Plan. We will meet a documented regional, state, and national workforce critical need for qualified health professionals in high demand professions such as Athletic Training (30% growth by 2020, as per data from the Bureau of Labor Statistics, US Department of Labor: Occupation Outlook Handbook, Healthcare)

The proposed Master of Science in Athletic Training program will also will increase the number of degrees awarded in an existing critical need STEM area by annually graduating 30 new MSAT graduates when program is at full capacity.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The Master of Science in Athletic Training program will be hosted by Morsani College of Medicine, USF Health on the USF Tampa campus. At present, there are no plans for offering the degree at any other sites.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

This program will serve as a model in the field of athletic training. It will be the first Master of Science in Athletic Training housed within a College of Medicine and a Department of Orthopedics, thus supporting the institutional goal of Academic Excellence, Student Access, and Student Success.

The U.S Bureau of Labor Statistics Occupational Outlook Handbook states that the employment of athletic trainers is expected to grow by 30 percent from 2010 to 2020, much faster than the average for other health care practitioners and technical occupations (16%), and all occupations (14%). As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in schools and youth leagues (<http://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>).

The American Medical Association Policy H-470.995 encouraged the Board of Education and the Department of Health to provide Certified Athletic Trainers at every school that mounts a

sports program. The document further expressed the need for colleges and universities to establish educational programs for Certified Athletic Trainers (www.ama-assn.org/resources/doc/PolicyFinder/policyfiles/HnE/H-470.995.HTM).

A Consensus Statement co-authored by more than 15 health care organizations entitled “Appropriate Medical Care for Secondary School-Age Athletes” further solidified the need for Certified Athletic Trainers at the more than 30,000 nationwide secondary schools. <http://www.nata.org/sites/default/files/AppropriateMedicalCare4SecondarySchoolAgeAthletes.pdf>

The Commission for Accreditation of Athletic Training Education (CAATE) has performed a preliminary analysis of entry-level master’s degree programs and found a significantly higher retention rate than in undergraduate programs, as well as a 4:1 application to acceptance ratio, as opposed to 1.2:1 for undergraduate programs.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

We anticipate the demand for a Master of Science in Athletic Training to be even greater than for our current undergraduate degree, as we will attract students from across the country. We currently have 250 pre-athletic training majors and only accept approximately 30 per year. We surveyed the current students in the Bachelor’s of Science in Athletic Training program (52 students), as well as the graduates from the past two academic years (52 total students) to gauge their interest in a Master’s of Science in Athletic Training, had the present undergraduate program not been available. 84% of the students reported they would have been interested in an entry-level master’s program, 11% would have sought out another undergraduate program, and 5% were undecided.

According to he Commission for the Accreditation of Athletic Training Education (CAATE), there are currently 26 universities offering entry-level Athletic Training programs at the graduate level, and only one in Florida (FIU). More than half of those programs (17) have been established since 2005, with an expectation of an increase of 5 programs/year over the next several years. This shows the tremendous growth in the demand for an entry-level Master’s of Science in Athletic Training programs.

Demographically, our current undergraduate program ranks highly on a national level in awarding Athletic Training degrees to underserved populations. We anticipate that this trend will continue, if not rise with the increased exposure to international students.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Similarity with Other Programs				
Institution Name	Public/Private	Location Program is Being Offered	CIP Code	Degree Name
FIU	Public	Miami, Florida	51.0913	MS in AT

Florida International University is the only SUS school which offers an entry-level (Professional) program in Athletic Training at the master’s level. Over the past year, several discussions have taken place with the Program Director at FIU, Dr. Jennifer Restrepo, outlining the key reasons USF is pursuing the transition the Athletic Training program from the baccalaureate to the master’s level. The need and demand for Athletic Training programs at the master’s level far exceed the ability of both programs to accommodate students, minimizing any impact on FIU’s

enrollment. There will be many opportunities for collaboration in both instruction and potential research projects with the faculty and students of FIU.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

We do not anticipate students within the institution to change majors to enroll in the proposed Master of Science in Athletic Training program. The program will draw students who graduated with an undergraduate degree from USF or other Florida schools, as well as from schools around the country. We anticipate a significant number of students will be attracted to the program being housed within the Morsani College of Medicine allowing our innovative curriculum based on the medical model. Currently, the enrollment for the BS in Athletic Training program is approximately 30 students per year. As we transition away from the undergraduate program to the master's program, we anticipate this level of enrollment will continue, with the intent to be at full capacity by year 5. In anticipation of the transition, we will admit our last cohort of undergraduate students in the summer of 2014 (spring 2016 graduation), and our first cohort of graduate students in the summer of 2015.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

The Morsani College of Medicine (MCOM) and USF Health attracts a diverse student body to the current Bachelor of Science in Athletic Training program from qualified resident and non-resident domestic students. USF Health fully supports the University of South Florida's mission, goals, values and vision as they relate to diversity. Over the last five years, within the current Bachelor of Science in Athletic Training program, 12.8% of students are African-American, 13.6% Hispanic, and 2.4% Asian-American. We anticipate our diversity will only continue to increase with the transition to the master's level, due to increased popularity and demand. We intend to broadly market this new degree program throughout Florida and the United States in publications that focus on student diversity and academic programs. We will utilize USF Health and MCOM's existing marketing and recruitment strategies through our professional associations and conferences to promote the program. In consultation with FIU, it has been determined the need and demand for Athletic Training programs at the master's level far exceed the ability of both programs to accommodate students, minimizing any impact on FIU's enrollment.



Signature of Equal Opportunity Officer

9-23-2013

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to

operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

See Table 2 in Appendix A. The proposed Master of Science in Athletic Training will replace the existing Bachelor of Science in Athletic Training. The entirety of the base budget for the current BS in AT program will be reallocated to the new proposed program, in that the BS program will no longer be offered. The Continuing base in Year 5 represents a standard 2% increase in the E&G annual budget.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

There will be complete reallocation of all current faculty effort, administrative staff resources, and all existing base E&G budget from the current Bachelor of Science in Athletic training to the proposed Master of Science in Athletic Training program. No other programs will be impacted by this reallocation of resources in that the proposed master's program will simply replace the existing program at the undergraduate level. With the transition to the master's program, the undergraduate program will be discontinued. We have already begun to teach out the undergraduate program with the intent to admit the last cohort of undergraduate students in the summer of 2014.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There will be no increased need for general education or other prerequisite courses for this new degree program. All perspective students will have a bachelor's degree from an accredited university (USF or otherwise), which will satisfy the general education requirement, and all prerequisite courses can be obtained from existing courses already available in the USF catalog.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The current Bachelor of Science in Athletic Training program already has established relationships with several businesses and governmental entities within the Tampa community. In collaboration with the SMART Institute, we have relationships with Tampa Electric Company, the Tampa Bay Lightning Hockey Club, the Tampa Yankees, multiple Physical Therapy clinics, and nearly 20 high schools, both public and private. We would expect those relationships to continue in the transition to the Master of Science in Athletic Training.

In 2010, the Kennedy Family Endowed Director of Athletic Training (\$900,000) and the Kennedy Family Student Scholarship for Athletic Training (\$100,000) were established for the Athletic Training Program through a gift from Patricia and Thomas Kennedy. The Kennedy Family Endowed Director of Athletic Training enables the Director to fund travel related to research, showcase opportunities, and purchase innovative teaching and research equipment. The Kennedy Family Student Scholarship for Athletic Training provides \$1000 scholarships for up to four Athletic Training Program students in recognition of their academic, clinical, service, and leadership accomplishments.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The Master of Science in Athletic Training will be only the second entry-level Athletic Training program at the master’s level offered within the SUS. Currently, there are only 26 such programs nationwide, while the national number of undergraduate level programs exceeds 350. The profession of Athletic Training is consistently evolving and the plan is to transition from a bachelor’s degree to a master’s degree for the entry-level into the profession. This proposal is an attempt for USF to remain on the leading edge and place the SUS on the forefront of Athletic Training education on a national level. There is a documented need for qualified health care practitioners. With the dramatic increase in athletic participation and awareness of potential injuries, that need will only increase in the coming years. This program has the potential to significantly address these needs across a wide spectrum of academic and industrial positions.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not Applicable

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and**

criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

Institutional Mission

The University of South Florida's Mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

The Mission of the MCOM is to provide for the education of students and professionals of the health and biomedical sciences through the creation of a scholarly environment that fosters excellence in the lifelong goals of education, research activity and compassionate patient care.

The Mission of the proposed Master of Science in Athletic Training is to provide our students with the most comprehensive, progressive, educational and clinical foundation on which to build a career in Athletic Training. Our educational program encompasses current research and formal instruction in the prevention, recognition, evaluation and rehabilitation of the physically active. Upon successful completion of this program, our students are eligible to sit for the Board of Certification examination.

The Vision of the Master of Science in Athletic Training is to be recognized as a leader in the field of Athletic Training by contributing to and advancing the knowledge base of injury prevention, injury recognition, injury management, and inter-professional collaboration. Through the acquisition of evidence-based information and the use of new techniques and research, USF Athletic Training will serve as a model for community partnerships and innovative programming.

SUS Strategic Plan

The Master of Athletic Training Program *strongly aligns* with the FL BOG Strategic Priorities and Goals for 2012-2025;

(1) Teaching & Learning- The proposed program will ultimately produce 30+ certified athletic trainers annually that will directly support statewide professional and workforce needs. It will also increase the number of degrees awarded in a STEM area, a strategic priority for a knowledge economy.

(2) Scholarship, Research & Innovation- The transition from the current baccalaureate program to the proposed Master of Science in Athletic Training will dramatically enhance the ability of the students to engage in research and to understand the impact of scholarship on the profession. The opportunities for collaboration with private industry on research projects, such as bracing companies, therapeutic modalities, rehabilitation equipment, etc, will be significantly increased.

(3) **Community & Business Engagement-** A large part of the proposed program will consist of the students' clinical experiences at entities throughout the greater Tampa area. These include Pasco and Hillsborough County high schools, Saint Leo University, several local physical therapy clinics, and local professional teams. Also, in collaboration with the SMART Institute, we have established partnerships with public companies, such as Tampa Electric Company (TECO), to provide wellness programs and injury prevention workshops.

University Strategic Plan

The Master of Science in Athletic Training is designed to meet and exceed the USF goal to increase the number of graduates in high work force demand fields, particularly STEM-Health disciplines. Further, with the collaboration with Tampa area school districts, physical therapy clinics, and professional teams the MS-AT will contribute to the Board of Governors' continuing focus on increasing the level of community and business engagement with a focus on Florida.

The Master of Science in Athletic Training will increase the number of degrees awarded in an existing critical need STEM-Health area by graduate 30 new AT graduates each year when the program is a full capacity. The innovative new curriculum will be very attractive to a myriad of students across the country that are interested in beginning a career in Athletic Training. The program will increase and strengthen the quality and recognition of a commitment to community and business engagements by bringing high-level students to Florida.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The Master of Science in Athletic Training will build upon the already strong foundation provided by the medical, physician's assistant, pharmacy, physical therapy, and nursing curricula to provide the most advanced and focused Athletic Training education in the nation. Being housed within the MCOM provides significantly more opportunities for the Athletic Training students than can be offered at other institutions. Students will be educated side by side with medical, PA, PT, pharmacy, nursing and other health care students, creating natural interprofessional partnerships that will extend far beyond the scope of their time at USF. In addition, the simulation training through facilities such as the Center for Advanced Clinical Learning (CACL) and the Center for Advanced Medical Learning and Simulation (CAMLS) are invaluable experiences available to the students only through USF Health.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

Former Athletic Training Program Director, Dr. Micki Cuppett, then the President of the Commission of Accreditation of Athletic Training Education (CAATE) initiated the proposal of the Master of Science in Athletic Training program in 2012. In her capacity as CAATE President, Dr. Cuppett had unique insight to the desire of the profession of Athletic Training to move the entry-level into the profession to the master's degree. As such, the Pre-Proposal was initially submitted and approved in 2012, and the program was added to the 2012-2013 Workplan (ultimately extended to the 2013-2014 Workplan). To take advantage of the opportunities afforded the program in the MCOM, several members of the USF Health community joined us in a curriculum retreat to discuss the program. The following timetable provides further insight into the planning process.

Date	Participants	Planning Activity
2012		PreProposal
2012		Added to Workplan 2012-13
October 16, 2012	Athletic Training Faculty	Discussion
November 8-9, 2012	Alicia Rossiter , College of Nursing Dawn Shocken , Center for Advanced Clinical Learning Gianluca Del Rossi , Athletic Training Barbara Morris , Sports Medicine & Athletic Related Trauma Institute Tony Williams , Alumnus Steve Zinder , Athletic Training Micki Cuppett , Athletic Training Ashley Ahearn , Graduate Student Larry Collins , Physician Assistant Program, Orthopaedics & Sports Medicine	Curriculum Retreat: Curriculum Design & Mapping; Outcomes, Measures & Thresholds
November 15, 2012	Athletic Training Faculty	Academic Calendar Development
February 19, 2013	Athletic Training Faculty	Proposed Faculty Responsibilities
March 29, 2013	Athletic Training Faculty	Syllabi Development
May 2013	OIE	Approved for Extension Added to Workplan 2013-14
August 16, 2013	Biomedical Sciences Graduate Education Committee	New Course Approvals
August 19, 2013	Steven Zinder Ashley Ahearn	Mandatory OIE Full Proposal Workshop
August 21, 2013	OIE/CAVP	Resubmission of Preposal
September 12, 2013	Steven Zinder	Program Proposal to UME

Events Leading to Implementation

Date	Implementation
August 15, 2013	Pre-Proposals/Signatures Deadline to OIE
August 23, 2013	Graduate School Review
September 23, 2013	Graduate Council Review
October 21, 2013	ACEAC Deadline: Send to Janet O'Shea
October 28, 2013	ACEAC Meeting and Approval
November 1, 2013	APPCC and OIE Submission Deadline
November 7, 2013	ACE Meeting Review and Approval
December 5, 2013	BOT Meeting Review and Approval
June 17-19, 2014	BOG Meeting Review and Approval

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Commission for Accreditation of Athletic Training Education (CAATE) is the agency that accredits Entry-Level (Professional) Athletic Training programs. In 2009, the existing Bachelor of Science in Athletic Training program was granted a full 10-year accreditation from CAATE. Following the transition of the program to a Master of Science in Athletic Training, we would need to submit a Substantive Change Application that is designed for programs in good standing that voluntarily transition their professional program from the bachelor's level to the master's level. Assuming no issues with the Substantive Change Application, the current accreditation would transfer to the master's program and remain in effect until 2019. At that time, a new Self-Study, Site Visit and the Re-Accreditation process would be initiated.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Successful graduates of the USF Master of Athletic Training program will have completed a course of study following the guidelines set forth by the Commission for Accreditation of Athletic Training Education, and have achieved the learning outcomes reflected in the Athletic Training Competencies. (<http://caate.occutrain.net/wp-content/uploads/2013/04/5th-Edition-Competencies.pdf>).

The Athletic Training Education Competencies provides educational program personnel and others with the knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training education programs. Mastery of these Competencies provides the entry-level athletic trainer with the capacity to provide athletic training services to clients and patients of varying ages, lifestyles, and needs.

The Competencies are organized into eight distinct content areas:

- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration
- Professional Development and Responsibility

In addition to the Competencies, students will be required to master a set of Clinical Integration Proficiencies designed to represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.

- B. Describe the admission standards and graduation requirements for the program.**

Admissions Standards

- A bachelor's degree from an accredited university
- Minimum of a 3.0 GPA in undergraduate coursework
- GRE required with preferred scores in the 70th percentile in the verbal, quantitative, and analytical areas
- Meet the technical standards for admission or show potential for accomplished tasks <http://www.health.usf.edu/medicine/orthopaedic/athletictraining/undergrad/admissions.htm>
- Three (3) Letters of Recommendation
- Personal Statement describing prior experiences, accomplishments, and career goals
- Interview (on campus preferred) with the Athletic Training faculty and staff

Prerequisite Courses

Applicants must demonstrate completion with a minimum grade of "C" of at least one course at the undergraduate or graduate levels in each of the following subject areas:

- Anatomy and Physiology (2 semesters)
- Medical Terminology
- Biomechanics/Kinesiology
- Nutrition
- Psychology
- Exercise Physiology
- Chemistry

- Physics
- Biology
- Statistics
- Technical Writing (recommended)

Graduation Requirements

- Students will complete all 60 hours of didactic coursework with a minimum GPA of 3.0
- Students will complete at least 1000 hours of clinical education under an approved Preceptor

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The curriculum will be based on a medical model with the large portion of the didactic training in the first year with more time for clinical based education in the second year. The degree will consist of 60 credit hours, all of which will be required. The degree will be a non-thesis option, but will require a capstone type of project for each student that will be completed in his or her last semester during the Research in Athletic Training course. The capstone project will be in lieu of a comprehensive examination. The project could consist of items such as a comprehensive literature review, development of an injury prevention program, systematic review, development of a policies and procedures manual, etc. The Athletic Training faculty will approve the contents of individual projects during the Research in Athletic Training course (ATR 6610).

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

All courses are required.

		Year 1		Year 2	
		Course	Cr	Course	Cr
Semester	Summer	ATR 5102C AT Techniques	3	Open time for clinical internships	
		ATR 5125 Anat Basis of Clin Prac	3		
		ATR 5534 Documentation in AT	1		
	Fall	ATR 5217C Physical Exam I	4	ATR 6832 Heath and Wellness III	1
		ATR 5340C Therapeutic Inter I	4	ATR 6105 Prev Sudden Death II	2
		ATR 5610 Evidence Based Med	2	ATR 6517 Professional Practice	4
		ATR 5350C Health and Wellness I	3	ATR 5342C Therapeutic Inter III	1
		ATR 5812 Clinical Exp I	3	ATR 6832 Clinical Exp III	3
	Spring	ATR 5432 Medical Conditions	3	ATR 6223 Advanced AT	3
		ATR 5341C Therapeutic Inter II	4	ATR 6610 Research in AT	3
		ATR 5351C Health and Wellness II	1	ATR 6842 Clinical Exp IV	3
		ATR 5218C Physical Exam II	4		
		ATR 6104 Prev Sudden Death I	2		
		ATR 5822 Clinical Exp II	3		
			40		20

E. Provide a one- or two-sentence description of each required or elective course.

FIRST YEAR

Summer (7 units)

ATR 5102C Athletic Training Techniques (3)

Overview course including basic components of the athletic training profession including the prevention, recognition and evaluation and immediate care of athletic injuries. Medical terminology, emergency procedures, tissue healing, taping procedures, and professional considerations will also be covered.

ATR 5125 Anatomical Basis of Clinical Practice in Sports Medicine (3)

By way of laboratory prosection of cadavers, this class will provide an opportunity for students to gain an in-depth understanding of human anatomy. This course examines the gross anatomy of the extremities, back, thorax, abdomen, pelvis and perineum are examined.

ATR 5534 Documentation in Athletic Training (1)

Documentation in Athletic Training is designed to prepare athletic training students with an introduction to the foundation of appropriate terminology, documentation, and communication methods as they relate athletic training and sports medicine.

Fall (16 units)

ATR 5217C Physical Examination I (4)

The study and practice of skills and techniques essential for the evaluation of orthopaedic and athletic-related injuries to the lower extremity. In this class, students will learn to formulate an impression of the injury/condition for the purposes of providing the basis for an initial treatment plan and medical referral.

ATR 5340C Therapeutic Interventions I (4)

This course provides both theoretical and clinical bases for the use of therapeutic modalities, pharmacology in the rehabilitation setting. The course also includes basic physics, physiological effects, indications, contraindications, and applications of therapeutic modalities in rehabilitation.

ATR 5610 Evidence Based Medicine in Athletic Training (2)

This class will introduce the concept of evidence-based medicine and provide the student with information on how evidence-based medicine can affect the clinical practice of athletic training and enhance the care given to patients.

ATR 5350C Health and Wellness Promotion Across the Lifespan I (3)

Integrates physiological, psychological, and social understanding of humans in relationship to physical activity as a lifelong pursuit. Includes physical fitness, nutrition, stress reduction, socialization, and individual differences in human behavior.

ATR 5812 Clinical Experience in Athletic Training I (3)

Performance of basic athletic training skills under the supervision of a clinical instructor at various sites. Students develop competence in introductory athletic training skills. Focus on equipment intensive sports. A weekly seminar also required.

Spring (17 units)

ATR 5432 Medical Conditions (3)

Pathology, physical examination, referral and treatment related to non-orthopedic conditions in the active population. Examples of topics include conditions of the cardiovascular, respiratory, integumentary, neurological, and EENT. Specific diagnostic tests and physical examination procedures will also be addressed.

ATR 5341C Therapeutic Interventions II (4)

Theory and application methods of comprehensive therapeutic treatment and rehabilitation programs for injuries commonly sustained by the physically active. The purpose of this course is to:

1. Provide a broad theoretical knowledge base from which specific rehabilitation techniques may be selected and practically applied in the care and treatment of injuries affecting the physically active.
2. Provide students the opportunity to engage in research related to common injuries and the subsequent rehabilitation process.
3. Challenge students to think critically in determining how to design and implement rehabilitation protocols for injuries affecting the physically active.

ATR 5351C Health and Wellness Promotion Across the Lifespan II (1)

Techniques in conducting health fitness tests and exercise prescription including cardiorespiratory fitness, flexibility, weight control and nutrition as it relates to a healthy lifestyle.

ATR 5218C Physical Examination II (4)

The study and practice of skills and techniques essential for the evaluation of orthopaedic and athletic-related injuries to the upper extremity, as well as spine (the cervical, thoracic, lumbar and sacral), head, and face. In this class, students will learn to formulate an impression of the injury/condition for the purposes of providing the basis for an initial treatment plan and medical referral.

ATR 6104 Preventing Sudden Death in Sport I (2)

The purpose of the course is to provide athletic training students an overview of the general concepts and principles related to the causes of sudden death in sport. This course will deal with specific and potentially life-threatening conditions (such as sudden cardiac arrest, exertional heat stroke, hyponatremia, and exertional sickling).

ATR 5822 Clinical Experience in Athletic Training II (3)

Performance of basic athletic training skills under the supervision of a clinical instructor at various sites. Students develop competence in introductory and mid-level athletic training skills. Weekly seminar is also required.

SECOND YEAR**Fall (11 units)****ATR 5252C Health and Wellness Promotion Across the Lifespan III (1)**

This course will introduce concepts of neuromuscular system training, specifically addressing sport specific strength training, exercise selection, and physiological needs analysis

ATR 6105 Preventing Sudden Death in Sport II (2)

The purpose of the course is to provide athletic training students an overview of the general concepts and principles related to the causes of sudden death in sport. This course will deal with specific and potentially life-threatening conditions (such as exertional heat stroke, cardiac, exertional sickling), and athletic injuries to the head, face, neck, thorax, abdomen, spine, and trunk.

ATR 6517 Professional Practice (4)

The advanced study, writing and discussion of specialized topics and contemporary issues related to professional practice. Emphasis will be on historical perspectives, professional preparation, credentialing, governance, ethics, and scope of practice.

ATR 5342C Therapeutic Interventions III (1)

This course will provide an overview of manual therapy techniques, including myofascial release, joint mobilization, and traction as they are incorporated into a therapeutic rehabilitation program.

ATR 6832 Clinical Experience in Athletic Training III (3)

Performance of mid-level athletic training skills under the supervision of a clinical instructor at various sites. Students develop competence in mid-level and advanced athletic training skills. Experience will also include general medical experience and surgery observation. Weekly seminar also required.

Spring (9 units)

ATR 6223 Advanced Athletic Training (3)

This course designed to expose the Senior Athletic Training Students to current concepts and techniques in the evaluation and treatment of musculoskeletal conditions. Didactic sessions will be supplemented with physical exam assessment skills.

ATR 6610 Research in Athletic Training (3)

The capstone project is the final cumulative work that exemplifies a body of knowledge that significantly contributes a worthy product to the profession of athletic training and one's own professional endeavors.

ATR 6842 Clinical Experience IV (3)

A capstone experience under the supervision of a preceptor at various sites. Students develop competence in mid and advanced athletic training skills and prepare for the BOC examination.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Not Applicable

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Commission for Accreditation of Athletic Training Education (CAATE) is the agency that accredits Entry-Level (Professional) Athletic Training programs. In 2009, the existing Bachelor of Science in Athletic Training program was granted a full 10-year accreditation from CAATE. Following the transition of the program to a Master of Science in Athletic Training, we would need to submit a Substantive Change Application that is designed for programs in good standing that voluntarily transition their professional program from the bachelor's level to the master's level. Assuming no issues with the Substantive Change Application, the current accreditation would transfer to the master's program and remain in effect until 2019. At that time, a new Self-Study, Site Visit and the Re-Accreditation process would be initiated.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or**

internships.

The delivery system for the Master of Science in Athletic Training will be primarily traditional classroom delivery on the Tampa campus. There will also be a large clinical component to the program, where the students will be required to complete between 200-300 hours of hand-on clinical education each semester at satellite venues. There is no additional specialized serviced or greater than normal financial support required. The proposed program being housed in the MCOM allows for a unique opportunity for the curriculum to follow more of a medical model, the only such Athletic Training program in the United States. This, in combination with the myriad of interprofessional opportunities available in MCOM and USF Health, makes USF the only institution in the SUS capable of offering the bulk of the proposed courses.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See Table 4 in Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

See Table 2 in Appendix A. The program will be initiated and supported through reallocation of existing Athletic Training faculty and staff, and will be completely funded through the reallocated base (E&G) from the existing Bachelor of Science in Athletic Training. Year 5 Continuing Base (E&G) is based on a standard 2% annual increase in E&G.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

See Appendix C for the curriculum vitae of the Athletic Training faculty

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The academic unit associated with the proposed Master of Science in Athletic Training has been very productive and interdisciplinary. Over the last five years, the current Bachelor of Science in Athletic Training program has annually produced, on average, 27 graduating students, 100% of whom have gone on to pass the national Board of Certification examination (72.8% first time pass rate vs. 59.6% nationally). Several members of the faculty are considered content area experts on national and international levels in their respective areas of expertise, and are routinely called upon to speak at regional and national symposia. In addition to regular publications in the leading peer-reviewed journals in the field, the Athletic Training faculty has been successful in receiving small intra- and extra-mural funding at the Foundation level. In collaboration with the SMART Institute, the faculty continues to expand its reach into the Tampa community with outreach programs in schools and industry. The MCOM and USF Health consistently provide the faculty with interprofessional collaborations across all the disciplines within healthcare, which translate directly to the didactic and clinical education of the students.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

Overview of USF Libraries, Mission, and Program/Discipline Strengths

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, master, specialist, and doctoral levels, including the Doctor of Medicine, Doctor of Physical Therapy, and Doctor of Pharmacy. The institution was initially accredited in 1965 and was last reviewed and reaffirmed in 2005. The institution is scheduled to receive its next reaffirmation of accreditation review in 2015.

The University of South Florida's Libraries consist of USF's main research library, located on the Tampa Campus; two special libraries, the Hinks and Elaine Shimberg Health Sciences Library and the Louis de la Parte Mental Health Institute Library, which are also located on the Tampa Campus; the Nelson Poynter Memorial Library, USF St. Petersburg campus; and the Jane Bancroft Cook Library, which is a joint-use facility shared with New College of Florida and the USF Sarasota-Manatee campus, in Sarasota.

The USF Libraries serve as the nexus for the teaching, learning, and research for the faculty and students at the University of South Florida. Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 6,500 e-journal subscriptions and 900 aggregator databases containing another 52,500 unique e-journal titles, 540,000 e-books, and 826,000 digital images. In addition, students have access to over 60,000 audio/visual materials including videos, CDs, and DVDs.

In addition to extensive electronic and print resources, the USF Tampa Library offers unique access to primary research materials through Special & Digital Collections. Specializations include: Florida Studies Center Collection, the Children and Young Adult Literature Collection, the Science Fiction & Fantasy Collection, the Holocaust and Genocide Studies Center Collection, the Arts Collection, the Literature & Book Arts Collection, the University Archives, and Digital Collections, which provide online access to many materials from Special Collections.

The USF Libraries endeavor to develop and maintain a collection that will satisfy the needs for resources that support the curriculum of the Master of Science in Athletic Training, as well as serve the more specialized demands of the graduate students and faculty who are engaged in advanced research.

USF Libraries Collections

The USF Libraries collect current research materials in all subject areas within the subject classifications for rehabilitation sciences and related subject disciplines, which include psychology, sociology, social work, communication science and disorders, aging studies, public health, and physical therapy. Emphasis is on acquiring and maintaining a robust collection of electronic journals and in developing a strong research monographic eBook collection representing the important trade, university and professional presses. Datasets, conference proceedings, technical reports, dissertations, reference works, graduate textbooks, and audio-visual materials are acquired selectively.

Number of Books in Sports Medicine

Print: 249

Electronic: 129

eBook Collections include: Springer eBooks in Medicine, Annual Reviews, PsycBooks, EBSCOHost eBook Collection, Oxford Scholarship Neuroscience, and Oxford Scholarship

Public Health & Epidemiology.

Number of Journals in Sports Medicine

Print: 8

Electronic: 57

Notable online journals*, owned by the USF Libraries, include: Science, (29.747), Nature (34.480), Journal of Fluency Disorders (4.050), Research in Developmental Disorders (3.405), Journal of Head Trauma Rehabilitation (3,333), Journal of Occupational Rehabilitation (2.795) American journal of sports medicine (4.439), British journal of sports medicine (3.668), Scandinavian journal of medicine & science in sports (3.214), Clinical journal of sport medicine (1.600), and Current sports medicine reports (1.513)

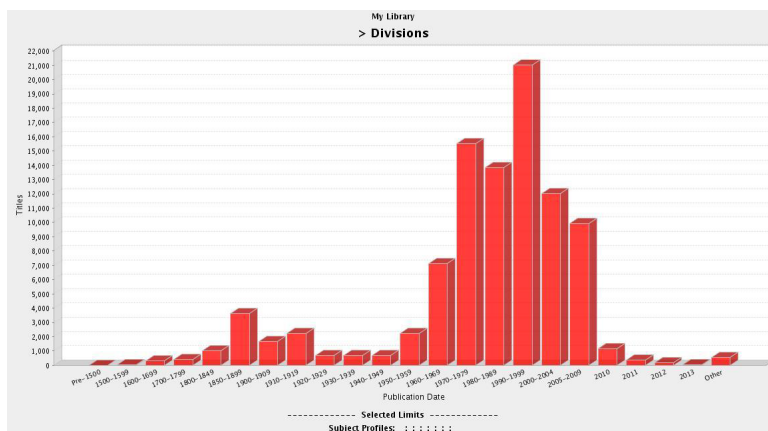
EJournal Packages include: SpringerLink, Elsevier Science Direct, Wiley Online Library, JSTOR, BioMed Central, Cambridge Journals Online, Psychiatry Online, Oxford Journals Online and Sage Premier.

Number of Electronic Databases in Sports Medicine - over 90 major databases, with 35 databases specific to health, are available in Athletic Training and related disciplines, including: Web of Science, OVID Databases, MDConsult, StatRef, The Cochrane Library, CINAHL (Nursing), Harrison's Online, and PubMed Medline.

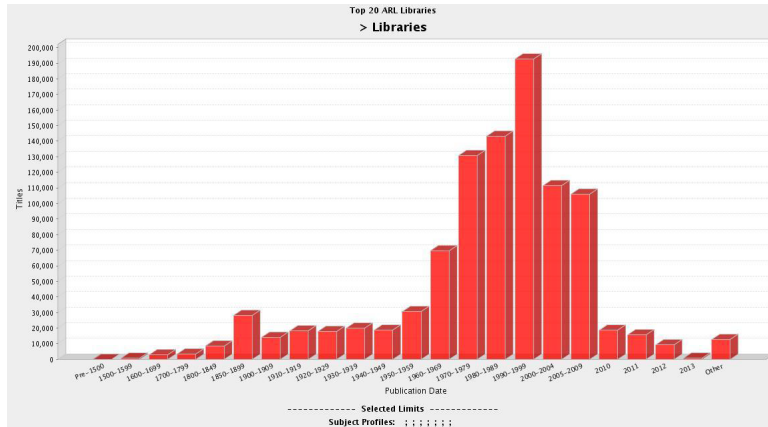
Data Analysis

An analysis of the USF Libraries was conducted using OCLC's WorldCat Collection Analysis collection tool. The USF Libraries collections were compared against the Top 20 ARL Libraries and the Top 10 AAU Institutions. The USF Libraries compared favorably in both of these collection comparisons in the percentage of collections within each subject discipline. Of particular interest was the comparison of the date ranges of the USF Libraries collections. In both comparisons, the age of the USF Libraries collection mirrored the date range of publications for the ARL and the AAU institutions. This shows that USF's resources provide a depth of research materials comparable to aspirant institutions.

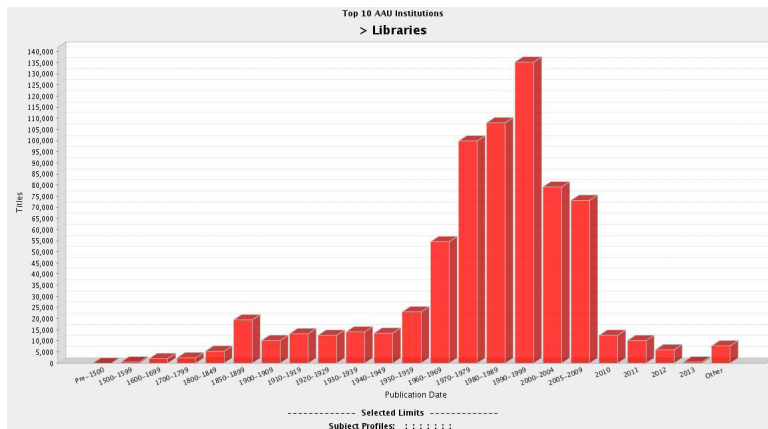
USF Libraries Collection



Top 20 ARL Libraries



Top 10 AAU Institutions



Shimberg Health Sciences Library

The Shimberg Health Sciences Library (SHSL) is housed in a 35,130 square foot facility on the Tampa campus, and provides state-of-the-art biomedical information to students, faculty, staff, and patients to improve health in the Tampa Bay area and beyond.

The SHSL is a member of the Consortium of Southern Biomedical Libraries (CONBLS), the Tampa Bay Medical Library Network (TABMLN), the Association of Academic Health Sciences Libraries (AAHSL), the Florida Consortium of Academic Libraries of Medicine (FCALM), and serves as a resource library for the National Network of Libraries of Medicine.

While the SHSL serves all USF patrons, its primary stakeholders and patrons are affiliated with the USF Health community - the Colleges of Medicine, Nursing, Pharmacy and Public Health, plus the School of Biomedical Sciences and School of Physical Therapy & Rehabilitation Sciences. The SHSL supports educational, research, teaching, and clinical activities of USF Health by providing access to information resources, teaching evidence-based medicine, performing mediated searches, providing assistance with systematic literature reviews, and providing learning-conducive study space.

Librarians in the SHSL offer general and subject specific library research instruction through classes, orientations, instructional outreach, online instructional modules/tutorials, and are available to answer questions about library resources and services. Librarians consult with USF Health faculty to integrate electronic and traditional library resources into the curricula, and have liaison relationships with the College of Pharmacy (COP) and School of Physical Therapy & Rehabilitation Sciences (SPTRS).

The SHSL's current health sciences collection consists of a growing, extensive library of biomedical journals, books, databases, medical images and multi-media materials comprised of 169,954 bound volumes, 859 electronic journal subscriptions, 15,300 print books, over 3,000 electronic books, 35 specific health science databases, and 254 audiovisual titles. Currently 98% of journal subscriptions are received electronically in full text format. Medical research and curriculum support databases include Cochrane Library, OVID Databases, MD Consult, StatRef, Web of Knowledge, CINAHL, Harrison's Online, AccessMedicine, AccessPharmacy, AccessSurgery, PubMed, LexiComp, US Pharmacopeia–National Formulary, Micromedex, ACP Pier and DynaMed. Access to these products is available both on site and remotely 24/7. As a result of agreements and consortial arrangements with the USF Libraries System, the State University Library System, CONBLS, and FCALM, students and faculty at USF Health have access to numerous highly valued resources such as Web of Knowledge and Science Direct, as well as thousands of multidisciplinary e-journals and e-books. In addition, USF Health students and faculty can access all library materials owned by the other USF libraries.

The SHSL provides both quiet and collaborative group study spaces, with 5 conference rooms available for student and faculty checkout at the Circulation department. The rooms are equipped with audio/visual presentation technology and can accommodate between eight and eighteen patrons.

A sixth conference room is expected to be available by the end of the year. A newly renovated 2,000 square foot 24 hour quiet study space opened in April 2013, giving students of USF Health a secure ID-access-only space to study 24 hours a day, 7 days a week.

The SHSL student computer lab houses 12 networked workstations, printers, scanners, course-related programs and general-purpose application software such as word processing, and is equipped for students to create CD-RWs and DVDs. Computers are also available in public access areas of the library.

The SHSL Systems department maintains the library website, which provides remote access through links to e-resources, online tutorials/videos, the UBorrow program, the purchase recommendation contact page, and interlibrary loan (ILL) requests. The Systems Department provides marketing support through digital signage and social media outlets (Facebook, Twitter, and a YouTube channel), which supports the libraries ability to communicate news items to the patrons.

The SHSL Interlibrary Loan department provides document delivery services to students, faculty, staff, and distance learners with most requests fulfilled electronically. As a member of CONBLS and TABAMLN, SHSL ILL receives free and reciprocal loan services. Membership in these organizations ensures rapid and cost-effective access to research materials not owned by the SHSL or USF Library System. The SHSL Circulation Department provides access to many of the traditional library services offered to library patrons, including loans of both circulating and reserve materials; document delivery services; conference room reservation; and remote access troubleshooting assistance. USF faculty, staff, and students may borrow books, some journals, and most CD-ROM's for 60 days. One renewal of 30 days is allowed per item. Patrons may borrow up to 20 items at a time, depending upon patron status. In addition, instructors may place library-owned or personal materials on reserve behind the circulation desk, for in-library use or short-term loans for use by USF Health students.

The SHSL also participates in the UBorrow program, which allows USF library patrons unmediated access to the circulating collections of other Florida state university libraries. Patrons may renew both their SHSL and UBorrow items through their account in the online catalog interface. In addition to circulating materials, the Circulation Department provides electronic delivery of library-owned or licensed articles as requested by patrons using an online form accessible anywhere, anytime from the library's website. Distance learners may use the same form to request shipment of library-owned returnable (books).

Remote access to SHSL online resources is supported by the designated remote-access troubleshooting liaison, whose responsibilities include: assisting patrons with password resets, explaining multiple authentication options, investigating proxy server issues, confirming affiliation

status, and offering alternate access strategies when necessary.

Summary Statement

In any given year, the USF Libraries materials budget is pushed to its limit. The rising cost of continuing journal subscriptions, the need for new research materials, and requests for access to online data sets are part of the daily landscape. A large portion of the USF Libraries 5.4 million-dollar budget supports the continuation of the electronic resources. Sports Medicine and Athletic Training are well represented throughout the USF Libraries electronic collections.

Recognizing the value and importance of research, the USF Libraries will continue a sustained level of support for doctoral research in Rehabilitation Sciences, along with allied and associated subject areas and disciplines.

Within the next five years, the expectation would be for a continued level of support for this discipline. An increase in the cost of the library's journal subscriptions would be anticipated, with a typical annual increase of 3-6%. The acquisition of additional resources would have to be balanced against the research needs of other academic disciplines on campus within the confines of any budgetary restraints that the university could face during the next five years.

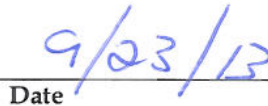
*Prepared by: Cheryl McCoy
Coordinator of Collections, USF Libraries
April 15, 2013*

*Updated by: Allison Howard
Shimberg Health Sciences Library University Librarian
September 19, 2013*

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

We have included resources in the program budget (see Table 3 in Appendix A) to permit purchasing access to select on-line journals specially tailored to the profession of Athletic Training that are not currently accessible through the USF library system.


Signature of Library Director


Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Currently available classroom and office space at the University Professional Center are adequate to support the program. The space consists of two dedicated classrooms, a teaching laboratory, research laboratory, and sufficient storage.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

No additional classroom, laboratory or office space is required for the program.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The current Bachelor of Science in Athletic Training program is fully outfitted with all the necessary specialized equipment to implement the proposed program. The equipment includes:

- 10 treatment/examination tables
- 10 individual taping/wrapping stations
- Treadmill
- Body fat analysis
- KinCom isokinetic dynamometer
- Various rehabilitation equipment
- Therapeutic modalities
- General medical supplies
- Emergency equipment
- CPR instructional manikins (adult/child) for 30 students
- Skeletons and anatomical models
- Casting and bracing supplies

With similar medical and health care programs already in place, this program will be able to make use of our existing Center for Advance Clinical Lab (CACL) – where students receive clinical skills instruction and evaluation in a state of the art facility.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

No additional specialized equipment will be needed to implement and/or sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No additional special categories of resources will be required for this program implementation.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Through the Kennedy Family Foundation, a \$1,000,000 endowed fund for Athletic Training, and the Leffers' Fund, another Athletic Training Foundation fund; the program awards six \$1000 scholarships annually to the students. These scholarships are funded entirely from Foundation funds, and are therefore, not included in Table 2 in Appendix A.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Each student will be required to complete 200-300 clinical practicum hours each semester of the program. These are to be completed as assigned at current and future clinical sites for which the program and the university have a formal Affiliation Agreement. At present, the following clinical sites are utilized in the undergraduate Athletic Training Program, and will all be transferred to the new program

General:

- USF Athletics
- USF Campus Recreation
- Saint Leo University
- Tampa Bay Lightning

- Tampa Bay Storm
- Tampa Yankees

Clinics:

- Optimal Performance & Physical Therapy
- Performance Rehab Institute
- ProActive Physical Therapy
- Sayers Chiropractic & Rehabilitation
- Therapy & Sports Center

High Schools:

- Academy of the Holy Names
- Blake High School
- Berkeley Preparatory School
- Brandon High School
- Carrollwood Day School
- Freedom High School
- Hillsborough High School
- King High School
- Land O' Lakes High School
- Riverview High School
- River Ridge High School
- Sun Lake High School
- Steinbrenner High School
- Tampa Preparatory School
- Wesley Chapel High School
- Wharton High School

- J. Wiregrass High School If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Not Applicable.