Program Review

Master of Science in Athletic Training

College of Health Professions

November 2015

MARSHALL UNIVERSITY

Program Review
Marshall University

Date: November 2, 2015

Program: Master of Science in Athletic Training

Date of Last Review: The program was initiated in July 2012; this is the program's first review

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

1. Continuation of the program at the current level of activity; or

2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or

3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or

4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or

5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Mark Timmons
Recommendation: Signature of person preparing the report:

1 Gary Melvin
Recommendation: Signature of Program Chair:

1 Michael Proffitt
Recommendation: Signature of Academic Dean:

1 N/A
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)

1 Gorman
Recommendation: Signature of Chair, Faculty Senate/Chair, Graduate Council:

1
Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs:

1 Michael Bowers
Recommendation: Signature of the President:

1
Recommendation: Signature of Chair, Board of Governors:

November 2, 2015
Date:

November 3, 2015
Date:

November 4, 2015
Date:

2-15-16
Date:

4-18-16
Date:

4-13-16
Date:

4-13-16
Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Continuation of the program at the current level of activity

**Rationale:**
(If you recommend a program for resource development identify all areas for specific development)

The post professional Masters of Science in Athletic Training degree advances the knowledge base and clinical skill set of students who are already Certified Athletic Trainers (have an undergraduate degree in Athletic Training). The program started in 2012 and is two years in length (36 credit hours). The faculty associate with the program also teach in the undergraduate AT program as well as other programs in the School of Kinesiology. Enrollment has fluctuated over the past couple of years but has begun to stabilize.

Faculty have adjusted their approach for students in this rigorous program who are completing the thesis requirement, many were having difficulty completing it within the two year period. Students now begin their thesis preparation in their first year, which has seemed to help.

The AT profession continues to develop and with that entry level education and training requirements are changing. Just this year, the College of Health Professions submitted an intent to plan for an entry level master’s program in AT. This program has been approved by the BOG and the faculty have submitted a self-study document to the accrediting body (CATE). There will continue to be a need for the post professional AT master’s program, for those practicing athletic trainers who wish to return to complete the master’s degree.

I recommend continuation of this program at its current level of activity.

Michael Prewitt

11/4/15

Signature of the Dean

Date
For purposes of program review, the academic year will begin in summer and end in spring.

Program: Master of Science in Athletic Training

College: Health Professions

Date of Last Review: The program was initiated in July 2012; this is its first review

I. CONSISTENCY WITH UNIVERSITY MISSION

The Masters of Science in Athletic Training is a program of study within the School of Kinesiology and the College of Health Professions. The School of Kinesiology seeks to study, understand, practice, and promote human physical activity and wellness. Because physical activity and wellness are human phenomena, kinesiology is a holistic discipline that examines physical activity and wellness in a truly inter-disciplinary manner. The School of Kinesiology embraces humanistic, scientific, professional, theoretical, and practical inquiry into physical activity, health, and wellness. This breadth of perspectives allows the members of the School of Kinesiology, both faculty and students, to pursue a variety of ends including: athletic training, biomechanics, disease prevention, exercise science, fitness, health promotion, play, rehabilitation, and sport and sport management.

The Masters of Science in Athletic Training degree advances the knowledge base and clinical skill set of students who are already Certified Athletic Trainers. The program is designed to build on students’ existing knowledge in the field of Athletic Training and improve the clinical skills students acquired as a result of their undergraduate educational programs and clinical practices. The program allows students to increase their entry-level preparation while under the guidance of Certified Athletic Trainers with greater clinical and educational experience. Successful completion of the program provides the Certified Athletic Trainer with the clinical experience and knowledge required to work as an automatous health care professional within the field of Sports medicine.

Students in the program provide service to the University in two distinct and unique ways. First, the post professional Master’s student provides clinical services to the University’s Athletic Training facilities, providing health care to Marshall University’s competitive athletes, area high schools and Marshall University’s preforming artists. This allows the student to implement the clinical skills that they acquired during their entry level education. The student is able to develop working professional relationships with other professional Athletic Trainers and healthcare providers. The second service that post professional
Master’s students provide to the university is providing mentorship for students in the entry-level Athletic Training program that is offered by the School of Kinesiology in the College of Health Professions. Each of these roles filled by the Post-professional Master’s students is vital to the continuing development the students in the program and helps the University service its undergraduate Athletic Training Education Program and the University’s Athletic Department.

II. Accreditation Information

1. Name of Accrediting Organization:
   Post professional education programs in Athletic Training can be accredited through the Commission on Accreditation in Athletic Training Education. Historically, the education of the entry level Athletic Trainer has been achieved at the undergraduate level with more in-depth and focused education occurring at the post professional Master’s Degree level. This model of education has begun to evolve with an increasing focus of entry-level education occurring at the Master’s degree level. Most post professional Masters of Athletic Training degree programs are not accredited through CAATE.

2. Date of Most Recent Self-Study and Accreditation visit:
   N/A

3. Accreditation Status:
   N/A

4. Accrediting Organization’s Report:
   N/A

III. Adequacy of the Program

1. Curriculum: The course of study for the advanced practice M.S. in Athletic Training degree is a two-year program with a 36 credit hour requirement, including 6 credit hours for the student’s thesis work. Admission to the program requires a 2.75 GPA, BOC eligible or BOC Certified, submission of GRE scores, and three letters of reference. The required courses can be found in Appendix I.

2. Faculty: All academic faculty for this program have teaching assignments that service other academic programs of the School of Kinesiology. All faculty have terminal degrees and hold BOC certification as Athletic Trainers and hold State licenses and registrations in the tristate region. The program director has presented original research at several national and international professional
symposia. His research has also been published in peer reviewed journals. Please find a detailed description of research activities in Appendix II.

3. Students:

a. Entrance Standards: The course of study for the advanced practice M.S. in Athletic Training degree is a two-year program with a 36 credit hour requirement. Admission to the program requires a 2.75 GPA, BOC eligible or BOC Certified, submission of GRE scores, and three letters of reference.

b. Entrance and Exit Abilities of past five years of graduates: This program was initiated in the fall of 2012. As it is only three years old, it has had a small number of graduates, all of whom completed the program in academic year 2013 – 2014. Please refer to Appendices III and IV for entrance and exit abilities of the program’s graduates.

4. Resources:

a. Financial: The school of Kinesiology currently serves approximately 550 students (which is larger or as large as two colleges on campus) and has four undergraduate and 4 graduate majors with 11 faculty, 8 graduate assistants, and one office administrative assistant. The allocated budget provides each major with adequate funding to deliver the academic program and support labs within programs. With the change of the budgeting process, moving to a zero based budget model, each program is now asked to provide a line item budget request necessary to deliver each program which is then combined into a School of Kinesiology budget request.

The programs in the school of Kinesiology are:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Athletic Training</td>
<td>M.S. Athletic Training</td>
</tr>
<tr>
<td>B.S. Biomechanics (New Program)</td>
<td>M.S. Biomechanics (Begins Fall 2016)</td>
</tr>
<tr>
<td>B.S. Exercise Science</td>
<td>M.S. Exercise Science</td>
</tr>
<tr>
<td>B.A. Physical Education: Sport Management</td>
<td>M.S. Sport Administration</td>
</tr>
</tbody>
</table>

The following table is the total 2014-2015 Allocation for all School of Kinesiology programs.

<table>
<thead>
<tr>
<th>Direct Expenditures</th>
<th>$79,857.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor (Adjunct, Graduate Assistants, Stipends)</td>
<td>$101,085.29</td>
</tr>
<tr>
<td>Faculty Salaries (including fringe)</td>
<td>$879,317.95</td>
</tr>
<tr>
<td>Total Allocated Budget</td>
<td>$1,060,260.23</td>
</tr>
</tbody>
</table>
b. **Facilities:** The post professional master’s in athletic training program is housed in Gullickson Hall; all of the required courses for the degree program are offered in this facility. All classrooms are equipped with internet access and projection capabilities and the classroom size, location, and technology are more than adequate for the program. Library resources are adequate, the availability of journal titles, either through a university held subscription or through the interlibrary loan system, is appropriate for the field of athletic training. The database search engines that are available are current and search the published literature of the field. Students are encouraged to use the university’s writing center, the use of which has been made a course requirement for 2 of the required courses (HS 625 and ESS 670). The research facilities for the department have not been adequate to meet the research requirements of the degree program. This has now been addressed with space being dedicated for research activity and many upgrades and new equipment purchases. At this time the research facilities are equal to those of small research institutions.

5. **Assessment Information:**

a. Please refer to Appendix V for a summary of our program’s assessment of student learning.

b. **Other Learning and Service Activities:** Traditionally this program has been the program of choice for students serving as Graduate Assistant Athletic Trainers for the University’s athletic department. The program also provides an academic program for Graduate Assistants in the undergraduate entry level Athletic Training Education Program; this will still be a necessity as the entry level program transitions to the graduate level. The program has also developed relationships with area high schools to provide Athletic Training services with graduate assistants.

c. **Plans for Program Improvement:** The weakness of the program has been the rate at which students are finishing the program. Students have been completing the required coursework in a timely manner; however they do not complete the thesis requirement within the student’s 2-year plan of study. We have started students working on their thesis projects earlier in the course of study (see section 8). We also increased the level of mentorship provided to students during the earlier planning phases of their thesis projects in order to assure that the project can be completed within an appropriate time. We have also started having students work on projects that share data collection methods in order to reduce the burdens of data collection.
The future of the program will be challenged by the development of the entry level master’s degree in athletic training. That change is mandated by the profession of athletic training. The new entry level master’s degree in athletic training will enroll its first students in fall 2016. Plans are being developed to start a doctoral degree program in rehabilitation and health sciences. The current masters of athletic training program will be used as a template for the doctorate in athletic training degree. This program will provide an avenue for a more toward in-depth study of the field of athletic training, much as the post professional master’s degree program does currently.

d. Graduate Satisfaction: There has not been a satisfaction survey of the 3 graduates of the program. This is due the small the number of graduates and the short period of time that program has been offering degrees. One of the graduates is employed as an athletic trainer, another graduate is currently completing a physician assistant program at another university, the employment status if third graduate is not known at this time. We will start to collect this data as the number of graduates of the program increases.

e. Please refer to Appendix IX for letters from the Office of Assessment providing feedback regarding the program’s assessment of student learning.

6. Previous Reviews: This program was initiated in July 2012; therefore this is the program’s first review.

7. Identify weaknesses and deficiencies
N/A

8. Current Strengths/Weaknesses: Students have had difficulty completing the thesis requirement within the two year period. This is likely due to the number of students who begin the work on the thesis requirement during their second year in the program. A plan to address this weakness has been developed. We have started students working on their thesis project in the first year. We provide students with the following timeline along with advice to accelerate the timeline when possible.

1. Identify thesis project topic and thesis advisor/committee chair, PRIOR TO THE END OF THE STUDENT’S 2\textsuperscript{nd} SEMESTER
2. Meet with thesis advisor to form thesis project committee, PRIOR TO THE START OF THE STUDENT’S 3\textsuperscript{rd} SEMESTER
3. Confirm and meet with the thesis committee members to discuss the thesis project, PRIOR TO THE START OF THE STUDENT’S 3\textsuperscript{rd} SEMESTER
4. Meet with individual committee members as necessary, to discuss the status of the project.
5. Prepare first draft of thesis proposal document PRIOR TO THE START OF THE 4\textsuperscript{th} WEEK OF THE STUDENT’S 3\textsuperscript{rd} SEMESTER.
6. Submit the final draft of the thesis document to the thesis advisor/committee chair.
7. Distribute the final draft to remaining thesis committee members and academic advisor (if not part of the thesis committee).
8. Schedule proposal meeting.
9. Hold proposal meeting PRIOR TO THE END OF THE 10th WEEK OF THE STUDENT’S 3rd SEMESTER.
10. Prepare necessary regulatory documents (IRB, data collection, etc.).
11. After approval of the project, conduct the project.
12. Meet with thesis advisor/committee chair and thesis committee members as needed to discuss the status of the project.
13. Prepare first draft of the thesis document PRIOR TO THE 8th WEEK OF THE STUDENT’S FINAL SEMESTER.
14. Submit the final draft of the thesis document to the thesis project committee chair.
15. Distribute the final draft of the thesis document to the thesis project committee and academic advisor TWO WEEKS PRIOR TO THE THESIS DEFENSE MEETING.
16. Schedule defense meeting TWO WEEKS PRIOR TO THE CLOSE OF THE STUDENT’S FINAL SEMESTER.

The School of Kinesiology has also made a considerable investment in the development of the Athletic Training Research Laboratory. This research laboratory space has been equipped with motion capture, electromyography, and diagnostic ultrasound equipment. This space and equipment is crucial to the research agenda and the program director. The research agenda for the laboratory will provide several opportunities for students to complete their thesis projects.

IV. Viability of the Program:

1. Articulation Agreements: N/A

2. Off-Campus Classes: Currently all courses are offered on the Huntington Campus

3. Online Courses: There are currently no online courses.

4. Service Courses: There are no courses in this program that service other programs.

5. Program Course Enrollment: Please refer to Appendix VI for specific course enrollment figures.
6. **Program Enrollment:** Currently there are 9 students in the Masters of Athletic Training program (3 students in spring 2014, 6 in spring 2015) and all of the students are on schedule to finish the program within 2 years (4 semesters). This represents an increase from the 2012-13 academic year, when 3 students were enrolled in the degree program. The student enrolment in the program resulted in a total FTE of 2.3 and 6.3 for the academic years 2012-13 and 2013-14 respectively. Each of the 3 students who enrolled in the program during the 2012-13 academic year are on schedule to successfully complete the program with the close of the spring 2014 semester. There were no graduates of the Masters of Athletic Training program in academic year 2012-13. Seven of the 9 students in the program hold graduate assistantships through the Department of Athletics; their clinical assignments help to provide the Athletic Training services for many of the university’s student athletes, 2 students have graduate assistantships that allow the students to provide services to the undergraduate athletic training education program. Discussions are currently being held with local Secondary school systems and Sports Medicine clinics to provide additional graduate assistantship possibilities. These assistantship positions will allow students to take course work while they provide clinical services, providing Athletic Training services to local high school athletic departments while expanding the footprint of the Marshall University School of Kinesiology. *(Please refer to Appendix VII and Figure 1 for detailed information).*

7. **Enrollment Projections:** The profession of Athletic Training has been and continues to be a rapidly progressing profession; advancements have been made in the academic and clinical areas of the field. The restructuring of the process of becoming a Certified Athletic Trainer has been at the heart of the progress in the field. Historically, the education of the entry level Athletic Trainer has been achieved at the undergraduate level with more in-depth and focused education occurring at the post professional Master’s Degree level. This model of education has begun to evolve with an increasing focus on entry-level education occurring at the Master’s degree level; however there still remains a great need for formal education past the entry-level. According to the National Athletic Trainers’ Association, Seventy (70) percent of practicing Certified Athletic Trainers have post-professional education to the level of a Master’s degree. This represents education that Athletic Trainers have received over and above their entry level education. The direction of post professional education in the field of Athletic Training will be in transition as well.

A discussion as to where this transition should lead has begun within the profession. Three logical paths seem to be emerging, the first being the elevation of current post professional Master’s degree programs into a Doctor of Athletic Training. This would be a clinical doctorate, which would be similar to the current doctoral degrees awarded in the fields of Physical Therapy and Occupational Therapy. These are very broad programs preparing the student to advance into varied career paths in many occupational venues. A second path would be for Certified Athletic Trainers to continue on an educational path
leading to a Doctorate of Philosophy or Doctorate of Education in a field closely associated with Athletic Training. This is a path that is currently followed by students wishing to pursue careers in research and/or higher education and not necessarily to continue with a career as a clinical practicing Athletic Trainer. A third pathway that is keeping closer to the mission and scope of Marshall University is for students to pursue a post-professional Master’s degree in a program that would focus the students’ educational activities into one of the identified venues of the Athletic Training profession. Each of the paths would require the School of Kinesiology to change the current Masters of Science in Athletic Training program.

V. Necessity of the Program:

1. **Advisory Committee:** This program does not have an advisory committee.

2. **Graduates:** One graduate is currently employed in the field of Athletic Training, 1 graduate is involved in a professional education program related to Athletic Training, and the employment status of the third graduate is not currently known. Please see Appendix VIII.

3. **Job Placement:** Graduates of this program are finding employment in the field or are continuing in professional education fields that are closely associated with Athletic Training. The low number of graduates made it difficult to perform a trend analysis; it is also not clear as to how the transition to graduate entry level education will have on future employment opportunities for graduates of the program.

VI. **RESOURCE DEVELOPMENT (If applicable)**

The profession of Athletic Training has been and continues to be a rapidly progressing profession; advancements have been made in the academic and clinical areas of the field. The restructuring of the process of becoming a Certified Athletic Trainer has been at the heart of the progress in the field. Historically, the education of the entry level Athletic Trainer has been achieved at the undergraduate level with more in-depth and focused education occurring at the post professional Master’s Degree level. This model of education has begun to evolve with an increasing focus of entry-level education occurring at the Master’s degree level; however there still remains a great need for formal education past the entry-level. According to the National Athletic Trainers’ Association, Seventy (70) percent of practicing Certified Athletic Trainers have post-professional education to the level of a Master’s degree. This represents education that Athletic Trainers have received over and above their entry level education. The direction of post professional education in the field of Athletic Training will be in transition as well.
A discussion as to where this transition should lead has begun within the profession. Three logical paths seem to be emerging, the first being the elevation of current post professional Master's degree programs into a Doctor of Athletic Training, i.e. a clinical doctorate, which would be similar to the current doctoral degrees awarded in the fields of Physical Therapy and Occupational Therapy. These are very broad programs preparing students for a variety of career paths in many occupational venues. A second path would be for Certified Athletic Trainers to continue on an educational path leading to a Doctorate of Philosophy or Doctorate of Education in a field closely associated with Athletic Training. This is a path that is currently followed by students wishing to pursue careers in research and/or higher education and not necessarily to continue with a career as a clinical practicing Athletic Trainer. A third pathway that is closer to the mission and scope of Marshall University is for students to pursue a post-professional Master's degree in a program that would focus the student's educational activities into one of the identified venues of the Athletic Training profession. Each of the paths would require the School of Kinesiology to change the current Masters of Science in Athletic Training program.

The development of a Doctorate of Athletic Training degree would necessitate the development of several new clinical sites along with several new courses and the addition of new academic and clinical faculty. Programs in development or that are currently offering these degrees typically require a time period of 3.5 years past the completion of an undergraduate degree to complete a Doctorate of Athletic Training degree program; this would be a 1.5 year increase compared to the 2 years required to complete the current Marshall University post-professional Master's degree program. The development of PhD programs in Athletic Training would require a significant increase in faculty scholarly and research activity and resources, which could be achieved by offering a multidisciplinary degree program. This pathway, however, might present challenges to the student who is not interested in pursuing a research orientated career and wants to concentrate on a clinical based career.
Appendix I  
**Required/Elective Course Work in the Program**

Degree Program: **Post-professional Masters of Athletic Training**  
Person responsible for the report: **Mark Timmons**

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 625 Evidence-Based Practice in Therapeutic Electophysical Agents</td>
<td>3</td>
<td>HS 623 Medical Aspects in Sports</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 630 Seminar in Athletic Training</td>
<td>3</td>
<td>ESS 578 Exercise Metabolism</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 640 Health Evaluation for the Athletic Trainer</td>
<td>3</td>
<td>ESS 601 Advanced Exercise Testing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 646 Athletic Training I</td>
<td>3</td>
<td>ESS 621 Exercise Physiology I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 647 Athletic Training II</td>
<td>3</td>
<td>ESS 636 Structural Kinesiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESS 642 Devising and Implementing Training and Conditioning Programs</td>
<td>3</td>
<td>ESS 644 Cardiovascular Exercise Physiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 517 Statistical Methods</td>
<td>3</td>
<td>ESS 645 Respiratory Exercise Physiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESS 670 Research in Kinesiology</td>
<td>3</td>
<td>ESS 646 Neuromuscular Exercise Physiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements: **N/A**
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Mark Timmons___________________________ Rank: __Assistant Professor________

Status (Check one): Full-time__x__ Adjunct ______ Current MU Faculty: Yes __x__ No ___

Highest Degree Earned: PhD___________________________ Date Degree Received: 8/2007______

Conferring Institution: __University of Toledo____________________________________________

Area of Degree Specialization: __Exercise Science__________________________________________

Professional Registration/Licensure: __State of West Virginia Athletic Training Registration, State of Virginia Athletic Training License

Field of Registration/Licensure: __Athletic Training__________________________________________

Agency: __West Virginia Board of Physical Therapy__________________________________________

Number of years at Marshall (can be in either teaching or administration) 2 ________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>HS 625</td>
<td>Evidence-Based Practice in Therapeutic Electophysical Agents</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>HS 647</td>
<td>Athletic Training 2</td>
<td>9</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>ESS 636</td>
<td>Structural Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>HS 646</td>
<td>Athletic Training 1</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>HS 630</td>
<td>Seminar in Athletic Training</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>HS 680</td>
<td>Thesis</td>
<td>2</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

"Scapular kinematics, shoulder muscle activation and pain during empty and full can supraspinatus exercises in patients with subacromial pain syndrome." (Writing Results) Abstract

Objective: To determine the differences in scapular position and shoulder muscle activation during arm elevation in the empty (EC) and full can (FC) positions in those with subacromial pain syndrome.
Design: Twenty-eight individuals with subacromial pain syndrome preformed 5 consecutive arm elevation exercises while in the EC and FC positions. During each set of exercises the subject’s scapular and clavicular 3 dimensional positions were measured using electromagnetic tracking and the activity of the scapular muscle was measured by way of surface electromyography.

Results: Subjects reported greater pain during the EC exercise. During the EC exercise subjects were in greater scapular upward rotation and clavicular elevation, and less scapular posterior tilt. Differences in the pattern of scapular internal/external rotation were seen between the EC and FC positions. Muscle activity was generally higher in the in the EC position as compared to the FC position and muscle activity increased with increasing arm elevation level during the ascent and decreased with decreasing arm elevation level during the descent. The differences between the arm positions in muscle activation were not consistent across the arm elevation levels.

Conclusions: The increase pain in the EC could result from a combination of the higher muscle activation and an increase in compression of the rotator cuff. This study identified differences between the arm positions in scapular and clavicular kinematics in all three planes of motion, these kinematic differences might represent kinematic adaptations in order to minimize the subject’s shoulder pain during these exercises.

“Shoulder muscle activity, scapular position and acromio-humeral distance during isometric shoulder activity in mid-range shoulder scapular plane elevation in patients with subacromial pain syndrome.” (Writing Results)

Abstract

Objectives: The “full can” test is frequently used in the evaluation of shoulder complaints. The purpose of this investigation was to compare the position of the scapula, shoulder muscle activation, acromio-humeral distance (AHD) and shoulder pain, during the “full can test”, in individuals with and without subacromial pain syndrome.

Design: A cross-sectional repeated measures design was used. Participants with subacromial pain syndrome (n=30) were compared to a control group without shoulder pain (n=30). Measurements of scapular position were made using 3-dimensional electromagnetic tracking, shoulder muscle activation with surface electromyography and AHD with ultrasonography. Patients reported their shoulder pain on a 0-10 scale prior to and during an isometric scaption contraction. All measurements were made while the arm was at 90° of elevation in the plane of the scapula, during an active isometric scaption contraction and a in a passive support condition.

Results: During the isometric contraction the subacromial pain group produce lower shoulder abduction torque and had greater pain, both groups had a decrease in AHD and the scapula a posture of decrease upward rotation, posterior tilt, and clavicular protraction as compared to the passive (P<0.05). Neither group had significant correlations between the change in shoulder pain, in scapular position and AHD. The subacromial pain syndrome group produced lower EMG values for the upper, middle and lower trapezius muscles during the active isometric condition (P<0.05). There were no differences between groups for changes between test conditions.

Conclusions: During the full can test both groups showed a decrease in the linear dimension of the subacromial, but there were differences in how each group controlled the decrease in subacromial space. The shoulder kinematic and muscle activation patterns seen in individuals with subacromial pain might not be associated with the development of condition, but rather a strategy employed to reduce shoulder pain

"Visual Scapular Dyskinesis: Muscle Activity and Kinematics Alterations in Patients with Subacromial Pain Syndrome." (Writing Results)

ABSTRACT

Study Design: Cross-sectional experimental.

Objectives: Determine shoulder muscle activity and kinematics of the scapula in those with and without visually identified scapular dyskinesis in patients with subacromial pain syndrome.

Background: Visually identified scapular dyskinesis via the scapular dyskinesis test (SDT) has been associated with altered shoulder kinematics. Shoulder muscle activity in patients with scapular dyskinesis has not been investigated.

Methods: Participants with subacromial pain syndrome (n=38) were classified using the SDT with obvious scapular dyskinesis (DYSK;n=19) or no scapular dyskinesis (NO-DYSK;n=19). Shoulder pain and function were measured with the Pennsylvania Shoulder Score. Surface electromyography was used to measure muscle activity of upper, middle and lower trapezius, serratus anterior and infraspinatus during ascending and descending phases of weighted shoulder flexion. Simultaneously, an electromagnetic motion system measured 3-dimensional kinematics of the thorax, humerus and scapula. Mixed model ANOVAs were used to compare groups during ascending and descending shoulder flexion.

Results: The DYSK group reported 6-points (0-60 points) lower shoulder function, exhibited 12.0% MVIC
higher upper trapezius muscle activity during ascent in the 30°-60° interval, and a main group effect of less scapular internal rotation of 2.1° and 2.5° during the ascending and descending phases respectively. Conclusion: Patients with subacromial pain syndrome and visual obvious scapular dyskinesis had altered upper trapezius muscle activity and scapular internal rotation. These deficits may in part contribute to the reduced shoulder function. Future studies should determine if correction of these deficits will abolish scapular dyskinesis and improve patient-rated outcomes.

2) Service

Department Service

Organizer. (November 1, 2013 - Present).
organized a department in service education session on the operation of the diagnostic ultrasound equipment.

Committee Chair, Faculty hiring committee. (October 1, 2013 - Present).

Professional Service

Reviewed manuscripts and advised editors and authors in preparation for publication

Reviewed manuscripts and advised editors and authors in preparation for publication

Reviewed manuscripts and advised editors and authors in preparation for publication

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Faculty Development Activities Attended


Three one hour meetings held on 9/27, 10/1 and 10/11/2014
1. Lifecycle of a grant
2. Finding funding
3. Budgeting Basics


Introduction to Marshall University including instructional/academic services, course development and technology.

Licensures and Certifications

Licensed Athletic Trainer, Commonwealth of Virginia. (September 1, 2010 - Present).
Regulates the practice of Athletic Training within the Commonwealth of Virginia

Certified Athletic Trainer, BOC. (December 31, 1988 - Present).

Professional Memberships
Supports the development and dissemination of research in the field of biomechanics.

Mid-Atlantic Athletic Trainers Association (MAATA). (January 1, 2013 - Present).
Supports the profession of Athletic Training on a regional scope.

Supports the profession of Athletic Training and Athletic Trainers nationally.

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
### Appendix III

Entrance Abilities of Past Five Years of Graduates: MS in Athletic Training

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Mean GRE Analytical Writing</th>
<th>GMAT Mean</th>
<th>Miller Analogies Mean</th>
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<td>330.00 (n = 1)</td>
<td>540.00 (n = 1)</td>
<td>4.00 (n = 1)</td>
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## Appendix IV
Exit Abilities of Past Five Years of Graduates: MS in Athletic Training

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<tr>
<th>Year</th>
<th>N</th>
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<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
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## Appendix V: Assessment Summary

**Assessment Summary**

**Component Area/Program/Discipline: MS in Athletic Training**

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
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<tbody>
<tr>
<td>Students will evaluate best practices in therapeutic interventions using the professional evidence base.</td>
<td>Assessment Point 1: HS 625 (Systematic review of the use of a given modality to treat a specific ailment.)</td>
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<td>10/10</td>
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<tr>
<td>Using the published literature, students will evaluate best practices in the assessment of musculature injury.</td>
<td>HS 646, Apply the the concepts of clinical test specificity and sensitivity to the evaluation of MSK injury</td>
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<td>10/10</td>
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Students will identify gaps in knowledge of the existing Athletic Training literature and develop working hypothesis and research methods in order to fill the identified gap in the Athletic Training knowledge.

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<thead>
<tr>
<th>Write a research question and develop working hypothesis</th>
<th>Capstone</th>
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Identify important issues related to the professional relationship of healthcare providers, the education of Athletic Trainers and the employment of Athletic Trainers and debate the issues.

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<tr>
<th>HS 630, Identify the important discussion point and supporting materiel.</th>
<th>Capstone</th>
<th>10/10</th>
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<tr>
<td>HS 630, Conduct a structured debate on several topics related to the field of Athletic Training</td>
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### Appendix VI

**Program Course Enrollment: MS in Athletic Training**

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<th>Yr 7</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
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### Appendix VII
Program Enrollment: MS in Athletic Training

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<td>Graduates of the program</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>3</td>
<td>----</td>
</tr>
</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: MS in Athletic Training
## Appendix VIII
Job and Graduate School Placement Rates: MS in Athletic Training

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted for further study</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five –Year Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix IX: Letters from the Assessment Office: MS in Athletic Training

April 28, 2015

Dr. Mark Timmons, Program Director
Graduate Athletic Training Program
College of Health Professions

Dear Mark:

The University Assessment Committee reviewer and I have completed our evaluations of the MS in Athletic Training's assessment of student learning for academic year 2013 - 2014. This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from your reviewer.

The only information contained in the assessment report for the MS in Athletic Training were statements of the missions of the College of Health Professions and the Athletic Training graduate degree program. The program also offered statements that were supposed to describe how the Athletic Training Graduate Degree Program's mission supported (or aligned with) the missions of the COHP and Marshall University. Rather, the former statement reads more like the mission of the School of Kinesiology, while the latter outlines how the program provides service to the university. It does not really specify how the program's mission aligns with that of the university. I look forward to reading a more detailed report for academic year 2014 - 2015. As you know, assessment is a continuous process and it is always acceptable to change parts of the assessment plan as informed by data.

Reports for academic year 2014 - 2015 are officially due on May 15. If you need additional time to complete data analysis, please let me know and I ask that your final report be submitted no later than September 15.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives

C: Dr. Mike Prewitt, Dean, COHP
    Dr. Gary McIlvain, Chair of Kinesiology
Dr. Jihong Park, Program Assessment Coordinator
Athletic Training – Master of Science
School of Kinesiology
College of Health Professions

Dear Jihong:

The Graduate Council reviewers and I have completed our evaluations of the MS in Athletic Training’s assessment of student learning for academic year 2012 – 2013, as submitted in the Open Pathways Project report last updated in February 2013 (We did not receive an update in May). This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from reviewers.

I noted that the alignment of your program’s mission with those of the COHP and Marshall University were completed in February, but there was no update in May. I realize that this program is relatively new and will look forward to working with you on the development of an assessment plan during academic year 2013 – 2014.

During the academic year 2013 – 2014, programs will continue to report assessment results and plan actions using the online reporting form used last year. These reports will be due at the end of the academic year. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President
Assessment and Quality Initiatives

C. Dr. Mike Prewitt, Dean, COHP
Dr. Gary McIvain, Chair, SOK