

Notification of Intent to Develop New Program

Institution: New Mexico Highlands University

Contact Person: Andrellita Chavez

Date August 27, 2009

Degree Program Under Development: Master of Science in Athletic Training

Department Submitting Proposal: Exercise and Sport Sciences

Date of Proposal Submission to NMHED September 2009

Desired Implementation Date Fall 2010

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Use one page to describe the following

Purpose of the Program:

The primary purpose of this program is to produce certified athletic trainers to work in a rapidly expanding health care field. The students will be educated to work and excel in a variety of work settings, including high schools, physical therapy clinics, colleges, and other non-traditional settings. This newly proposed degree is consistent with the mission of New Mexico Highlands University which is to empower students and the region's ethnic populations to achieve full involvement in the activities of society

Need:

According to the U.S. Department of Labor's Bureau of Labor Statistics, employment for athletic trainers is projected to grow 26% by 2016 due to the increasing need for cost-effective health professionals.

The New Mexico Activities Association currently recommends that all 4A & 5A schools hire athletic trainers to address the needs of the students. However, this recommendation is made only to the larger schools because of the money available. The NATA and other organizations such as the, American Academy of Family Physicians, American Academy of Orthopaedic Surgeons and many others recommend that all secondary schools should provide the services of a full-time, on-site, certified athletic trainer. This push for secondary schools to hire athletic trainers will increase the need for our alumni in New Mexico and around the country.

The athletic training profession has realized that the profession is less diverse than the people it serves. In 2004 ethnically diverse individuals comprised 28% of the United States population but only 10% of the National Athletic Trainers' Associations (NATA) members. The NATA is urging that members, educators and policymakers to actively strive to increase diversity within the athletic training profession. There are grants available to schools seeking to enhance diversity in the athletic training profession.

Institutional Commitment to the Program:

Along with being approved by the NMHU Academic Affairs Committee and the NMHU Board of Regents, the program has received letters of support from President Jim Fries, Vice President for Academic Affairs Gilbert Rivera and Associate Vice President for Academic Affairs Linda La Grange.

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Revised by the Office of Academic Affairs 12/8/08

***Proposal for the
Master of Science Degree in
Athletic Training at New Mexico
Highlands University***

Prepared and Submitted by
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Assistant Professor of Athletic Training
August 2009

Master of Science in Athletic Training Proposal

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Executive Summary

I. Program Description

a. Academic Purpose

The primary academic purpose of this entry-level program is to produce certified athletic trainers to a rapidly expanding health care field. The students will be educated to work and excel in a variety of work settings, including high schools, physical therapy clinics, colleges, and other non-traditional settings. By educating these students we will be supplying qualified health care professionals, to an industry which is currently looking for cost effective ways of delivering health care to the public. We are targeting students of Northern New Mexico; however we welcome students globally to apply to our program. This newly proposed degree is consistent with the mission of New Mexico Highlands University which is to “empower students and the region’s ethnic populations to achieve full involvement in the activities of society”.

b. Academic Objectives

- i. Prepare the students for the national Board of Certification Exam for Athletic Trainers
- ii. Prepare students to become competent entry-level athletic trainers
- iii. Supply students with the ability to develop and adapt their skills to an ever changing health care field by being lifelong learners and using evidence - based techniques.
- iv. Develop student’s critical thinking skills in order to be effective practitioners and team members.
- v. Develop collegial relationships with certified athletic trainers and other health care professionals in order to develop a patient first philosophy.

c. Curriculum

The proposed program is one that is unique because it is the only athletic training program in the state offered as an entry-level Master’s degree. Even more unique is that undergraduate students will be able to graduate in 5 years with both a B.A. and a M.S. The program we are proposing leads to a terminal degree in the athletic training profession. A B.A. in Health in Pre-Professional Athletic Training was approved in the spring that was created to serve as an academic foundation for the Master’s of Science in Athletic Training. The proposed Master’s of Science in Athletic Training will be created, primarily, from classes that are already offered at NMHU, with the addition of five new classes, which will make the program eligible for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).

II. Need For Program

a. Relationship to NMHU Mission

i. A Student Centered University:

The athletic training education program will be a program which integrates problem based learning throughout the curriculum. Problem based learning is grounded on student centered learning activities that engage students in brainstorming, discussions, and debates.

- ii. "...seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society"

Minority ethnicities are not well represented in the field of athletic training. The National Athletic Trainers' Association urges athletic trainers to actively strive to increase diversity within the profession. Having an athletic training education program at NMHU will allow students in this region to pursue a degree in a field that lacks representation from this region's ethnic population.

- iii. "...deliver new models for baccalaureate and graduate programs..."

The 3-2 (5) year model is an innovative way to educate our students. Although this model is not new to the health care education community, it will be new to students we serve at New Mexico Highlands University. Physical therapy education schools have moved in this direction as well as other athletic training education programs.

- iv. "Relying on well-developed, diverse academic programs that meet the needs of our changing world."

The health care system is changing dramatically. Due to the high cost of health care there are efforts to find more cost effective ways of meeting an increasing demand. Athletic Trainers have been identified as one of the cost effective professions that will be delivering health care. The health care industry is projected to be one of the largest growing industries in the next eight years. This program will help to supply the athletic trainers that will be needed in the future.

(3)

b. Relationships to Other NMHU Programs

The Athletic Training Education Program will be distinct among the programs currently offered at NMHU. The program will serve two different populations, the undergraduate and graduate. We propose to create a 3-2 (5 year) program which will end with the student receiving both a bachelor's degree and master's degree in five years. The first three years will be a "pre-professional" phase gaining basic knowledge, readying the student for the advanced work in athletic training. The last two years of the students study will be the "professional" phase focusing mainly on the profession of athletic training and gaining specific knowledge needed to become an effective athletic trainer.

While this program is unique to the university, it integrates courses that are already offered at the university from more than one department. Students will be required to take courses from Human Performance and Sport, Health, Biology and Chemistry, Physics and Psychology. This program will utilize the resources already available at NMHU and makes the need for additional classes minimal.

c. Relationship to other programs offered at other New Mexico universities

The Athletic Training Education Program will be a program that is distinctive to New Mexico. Although the University of New Mexico and New Mexico State have Athletic Training Education Programs, they only offer a traditional Bachelor's degree. Our program will be unique because we will have an advance track program that allows students to earn a B.A. and M.S. in five years. It will also be unique because we will allow students outside of the undergraduate program to enter the graduate program as

long as they meet all requirements. Because of this difference we will have the capability of attracting a different student population than that of UNM and NMSU.

d. Opportunities for Advanced Degrees

Advanced degrees in the athletic training profession are important. While there are few Universities that grant a doctorate in athletic training, our students will have to opportunity to receive doctorates in other disciplines, including education, exercise science and sports administration offered at other universities in New Mexico as well as around the country.

e. Opportunities for Employment

Our students would be employable by colleges and universities, secondary education institutions, physical therapy clinics, sports medicine clinics, any other medical clinic, military, private and community health clubs, professional sports teams, hospitals, performing arts and commercial or industrial work settings. Certified athletic trainers, enjoy an increasing need for allied health care providers in New Mexico and nationwide according to the U.S. Department of Labor's Bureau of Labor Statistics. Employment is projected to grow 26% by 2016 due to the increasing need for cost-effective health professionals.

III. Resource Requirements

a. Existing Faculty

NMHU currently has enough faculty to being an Athletic Training Education Program. We have one full time tenure track faculty member and two certified athletic trainers in athletics who can teach the classes necessary to run the program. The athletics department has also stated that they are planning on hiring a third certified athletic trainer who would also be able to teach. Most institutions with Athletic Training Education Programs utilize the rich experience and knowledge of the athletic training staff in the classroom.

b. Enrollment Projected # of student generated credit hours

The Commission on Accreditation of Athletic Training Education states that there can be only eight students per certified athletic trainer, in the clinical setting. This means our program is limited by the number of certified athletic trainers available. Although the student will be exposed to the athletic training room while obtaining the B.A. in Health, the official clinical portion of the athletic training program would not begin until the student reached the Master's portion of the program.

With current staff in our athletic training room, we would only be able to accommodate twenty four students in the Master's portion of the Athletic Training Education Program. However, with the addition of one certified athletic trainer, we would be able to accommodate 32 students.

Undergraduate B.A. in Health – Pre-Professional Athletic Training				
Students	2010-2011	2011-2012	2012-2013	2013 -2014
New	15	15	15	15
Continuing		15	30	30
Total	15	30	45	45

Masters Program M.S. Athletic Training				
Students	2010 - 2011	2011-2012	2012-2013	2013 -2014
New	12	12	12	20
Continuing	0	12	12	12
Total	12	24	24	32

Graduate Credit Hour Production		
Year	Number of Students	Credit Hours
2010- 2011	12	336
2011 - 2012	24	612
2012- 2013	24	612
2013 - 2014	32	836
2014 - 2015	32	836

c. Institutional Readiness

NMHU is currently ready to implement this program at any time. The undergraduate (Pre-professional) portion of the program was approved by academic affairs in the Fall of 2008 and will begin in the Fall of 2009. Immediately we can accommodate 16 graduate students but as the program grows we will need more staff or faculty as detailed in the previous section.

NMHU will be the only school in New Mexico who will have an entry-level master's program in athletic training. NMHU will offer an opportunity to the students of New Mexico that no other university, in New Mexico, is currently capable of. Not only will this program benefit NMHU and the students of New Mexico but it will benefit the entire profession of Athletic Training. The president of the National Athletic Trainers Association (NATA), Marje Albohm, has stated in her letter of support that this program will compliment the commitment of the NATA to diversity by having such an attractive degree available. (Appendix D)

d. Projected Cost (see Appendix C)

NMHU currently has the means necessary to start the Athletic Training Education Program. As the program grows we may need to charge a special fee for the supplies (i.e. tape) used in the athletic training room by the students, while learning/practicing skills.

The NMHU library currently has access to many journals that are needed for the athletic training program. However, there are a few medical journals that need to be subscribed to in order to have the necessary resources for the students. The Journals needed are as follows:

Journal of Orthopaedic & Sports Physical Therapy: \$330.00

Journal of Bone and Joint Surgery:	\$344.00
British Journal of Sports Medicine:	\$856.00
Journal of Sport Rehabilitation:	\$315.00
TOTAL:	\$1845.00

This quote is based on online access to the journals which is acceptable for the program.

We are also requesting three graduate assistantships for the program. The GA's will assist with the undergraduate athletic training courses and when in their second year of the program assist with the first year courses.

IV. Other

a. Date of Implementation

We propose to start the pre-professional phase of the 3-2 program in the Fall of 2009. The first cohort of students to graduate from the accelerated 3-2 program would be in the spring of 2014. We propose to start accepting students for the masters program in the Fall of 2010. The first cohort of students to graduate with a Master's degree will be in the spring of 2012.

b. Letters of Support

The program has gained support from the professors within the Department of Exercise and Sport Sciences, the NMHU Institution, as well as the NMHU Athletic Director. Outside the university, NMSU has written a letter in support for the program as well as the President of the National Athletic Trainers Association.

c. Accreditation

The Commission on Athletic Training Education (CAATE) is the agency which accredits all entry-level athletic training education programs. In order for our students to work as athletic trainers in New Mexico they must be licensed. In order to acquire licensure our students must sit for the Board of Certification Exam. The only students that can sit for this exam are those who have graduated from a program that has been accredited. This is fairly new mandate. Before the year 2000 students had two routes to choose from in order to sit for the exam: via accredited curriculum or via an internship. NMHU had students who were able to sit for the exam prior to the new mandate via the internship route.

According to the CAATE we would eligible for the site visit in the spring 2012 if the program begins in the Fall of 2010.

Introduction

A brief look at athletic training education and the profession is warranted to understand the need for an athletic training program in Northern New Mexico. A certified athletic trainer's role in health care has expanded from working solely with athletes in the collegiate and professional settings, to working in a number of other health care settings. Certified athletic trainers can be found almost anywhere people are physically active working under the direction of a physician.

Athletic Trainers are educated to be competent in the following twelve areas: risk management and injury prevention, pathology of injuries and illnesses, orthopedic clinical examination and diagnosis, medical conditions and disabilities, acute care of injuries and illnesses, therapeutic modalities, conditioning and rehabilitative exercise, pharmacology, psychosocial intervention and referral, nutritional aspects of injuries and illnesses, health care administration and professional development and responsibility. Classes must be developed in each of these content areas and they must address specific information in the form of cognitive, in class, learning. The student must also learn to use the skills learned in the classroom. This must be done in both a controlled laboratory setting and in the clinical (real life) setting. (1)

Similar to other allied health fields, such as physical therapy and occupational therapy, there must be a comprehensive basic and applied science background. This background will enable the students to develop appropriate levels of professional competence in the discipline-specific knowledge and skills they must master in the areas described in the proceeding paragraph. The additional course work should include, but is not limited to, chemistry, biology, physics, physiology, psychology and statistics. (1)

Athletic Trainers are certified through the national independent Board of Certification for Athletic Trainers (BOC). Athletic trainers must graduate from an accredited Athletic Training Education Program with a Bachelor's or Master's degree and pass a three part examination to become a Certified Athletic Trainer (ATC). To retain certification the credential holder must obtain 80 hours of medically related continuing education credits every three years and adhere to the code of ethics. Practice oversight varies by state. Licensure/regulation for athletic trainers, similar to that of physical and occupational therapists, exists in 43 states, including New Mexico. The remaining seven states are aggressively pursuing licensure at this time. (2)

Athletic training has been recognized by the American Medical Association as an allied health care profession for more than a decade. Other organizations such as American Academy of Family Physicians, American Academy of Pediatrics and American Orthopedic Society for Sports medicine are all clinical and academic supporters of athletic trainers. (2) Athletic trainers are multi-skilled health care workers who are employed in physician offices as physician extenders, in rural and urban hospitals, physical therapy clinics, high schools, colleges/universities, commercial settings, professional sports, performing arts companies, and military. (3) In a nationwide Medical Outcomes Survey conducted 1996-1998 results indicated that care provided by certified athletic trainers created positive changes in health related quality of life patient outcomes. (4)

The athletic training profession has realized that the profession is less diverse than the people it serves. In 2004 ethnically diverse individuals comprised 28% of the United States population but only 10% of the National Athletic Trainers' Associations (NATA) members. The NATA is urging that members, educators and policymakers to actively strive to increase diversity within the athletic training profession. The Ethnic Diversity

Advisory Council was created to help identify and address issues related to increasing diversity within the profession. (5) There are grants available to schools seeking to enhance diversity in the athletic training profession.

With rising health costs and an increase in older people who are likely to need medical care, athletic trainers provide a cost-effective alternative to high quality health care. The Bureau of Labor Statistics expects more employers to hire athletic trainers in-house to take advantage of these cost savings. Because, athletic trainers are accustomed to working in challenging conditions, have a tradition of hands-on care, are trained to be flexible and inventive, they are frequently work in rural and medically underserved areas.(3)

The demand for athletic trainers is on the rise with a push for greater diversity in the profession. As a Hispanic serving institution, New Mexico Highlands University can provide skilled workers who will be trained to work within a medically underserved area. Thus, the New Mexico Highlands University Department of Exercise and Sport Sciences, propose the following addition emphasis is Health: Pre-Professional Athletic Training and program addition: the Master of Science in Athletic Training.

1. National Athletic Trainers' Association. (2006). *Athletic training educational competencies* (4th ed). Dallas, TX. NATA Education Council
2. National Athletic Trainers Association. (2005). *The facts about certified athletic trainers and the national athletic trainers' association*. Dallas, TX.
3. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, Athletic Trainers, on the Internet at <http://www.bls.gov/oco/ocos294.htm> (visited March 12, 2008).
4. Albohm MJ, Wilkerson GB. *An outcomes assessment of care provided by certified athletic trainers*. *J Rehabil Meas.* 1999; 3(3):51-56
5. National Athletic Trainers' Association. (2004). *Ethnic and cultural diversity in the national athletic trainer's association*. Dallas, TX. Ethnic Diversity Advisory Committee.

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(See appendix for course change forms and Syllabi)

i. Existing Courses

Current Courses	Proposed Changes
HPS 391 Assessment & Eval of UE	Change to Hlth 410/HSC5xx Examination and Diagnosis of Upper Extremity Injuries and change to a 4 credit course
HPS 392 Assessment & Eval of LE	Change to Hlth 411/HSC5xx Examination and Diagnosis of Lower Extremity Injuries and change to a 4 credit course
HPS 420 Advanced Athletic Training	Change to HSC 6xx Athletic Training Clinical III

HPS 446 Administration of Athletic Training	Change to HSC 6xx Organization and Administration in Athletic Training
HPS 482 Therapeutic Rehabilitation	Change to HSC 5xx Therapeutic Rehabilitation
HPS 481 Therapeutic Modalities	Change to HSC 5xx Therapeutic Modalities and Pharmacology
HPS 532 NSCA Strength Coach Review	
HPS 620 Research Methods in HPLS	
HPS 670 Assessment & Eval in HPLS	

Justification:

Change HPS 391: Course should be changed to Hlth 410/ HSC 5xx class because this course will be at the end of the undergraduate curriculum, but also one of the first classes a graduate student would take who did not come from this program. The name change to Examination and Diagnosis of Upper Extremity Injuries is also important in order to follow the current terminology of this health care field. . The class should also be changed to a 4 credit class to allow for lab time, because there are many skills that must be learned in addition to the knowledge gained in class.

Change HPS 393: Course should be changed to Hlth 411/ HSC 5xx class because this course will be at the end of the undergraduate curriculum, but also one of the first classes a graduate student would take who did not come from this program. The name change to Examination and Diagnosis of Lower Extremity Injuries is also important in order to follow the current terminology of this health care field. . The class should also be changed to a 4 credit class to allow for lab time, because there are many skills that must be learned in addition to the knowledge gained in class.

HPS 420: Course should be changed to HSC 6xx Athletic Training Clinical III. This course will be the second to last clinical and corner stone experience for the athletic training students.

HPS 446: Course should be change to HSC 6xx Organization and Administration in Athletic Training. This course is required in order to meet the CAATE standards. The name change gives a better description of what the course entails

HPS 482: Course should be change to HSC 5xx Therapeutic Rehabilitation in order to be graduate level course work. This course is required in order to meet the CAATE standards.

HPS 532: This course will help to fulfill requirements set forth by CAATE. HSC 6xx Athletic Training Clinical III will be a co-requisite and will compliment the class partially as a lab to practice the information gained in the lecture.

HPS 620: This course is important because students should learn how to conduct and write research.

HPS 670: This course is important because students should learn understand the statistics in the research they conduct and read.

ii. New Courses

HSC 5xx	Athletic Training Clinical I	3
HSC5xx	Athletic Training Clinical II	3
HSC 6xx	General Medical Conditions	4
HSC 6xx	Athletic Training Clinical IV	4
HSC 6xx	Evidence Based Practice	3

The CAATE has very specific guidelines for creating a program eligible for accreditation. These classes will complete the course work that has already been created for the athletic training program.

- Athletic Training Clinical I, II & IV will serve as the clinical experience for the students. The students enrolled in this class will meet to go over clinical competencies with the majority of the time being spent in an athletic training setting.
 - General Medical Conditions will be a course that covers general medical conditions related to the field of athletic training. This course will help meet the standards set by the CAATE. The lab portion will allow the students to practice what they learn in the class room in a controlled environment.
 - Evidence Based Medicine is a course that will focus on teaching the students how to gather the most recent information related to health care in an efficient manner. This course will provide the students with all the skills necessary to stay informed and be a lifelong learner and provide the most up-to-date information and care to patients.
1. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, Athletic Trainers, on the Internet at **<http://www.bls.gov/oco/ocos294.htm>** (visited *March 12, 2008*).
 2. New Mexico Highlands University, *Highlands Graduate Catalogue 2007-2009*

Master of Arts in Athletic Training

Prerequisites:

Hlth	210	Athletic Training Observation I
Hlth	213	Nutrition for Exercise and Sport
Hlth	370	Prevention of Injuries and Illnesses
Hlth	311	Athletic Training Observation II
HPS	370	Kinesiology
HPS	372	Applied Kinesiology
HPS	376	Exercise Physiology
Phys	151 & 152	Algebra Physics I & II
Psych	101	Psychology & Society
Biol	211& 212	General Biology I & II
Biol	331 & 332	Human Anatomy and Physiology I & II
Chem	211 & 212	General Chemistry I & II
Chem	341 & 342	Organic Chemistry I & II
CPR & AED Certification for the Professional Rescuer		

The equivalent of Pre-requisite courses will be considered upon approval by the Program Director.

Courses required of all students in the Athletic Training Program

HSC	5xx	Examination and Diagnosis of Upper Extremity Injuries	(4)
HSC	5xx	Examination and Diagnosis of Lower Extremity Injuries	(4)
HSC	5xx	Therapeutic Modalities & Pharm	(4)
HSC	5xx	Therapeutic Rehabilitation	(4)
HSC	5xx	Athletic Training Clinical I	(3)
HSC	5xx	Athletic Training Clinical II	(3)
HPS	532	NSCA Strength Coach Review	(3)
HSC	6xx	Athletic Training Clinical III	(4)
HSC	6xx	Athletic Training Clinical IV	(4)
HSC	6xx	General Medical Conditions	(4)
HSC	6xx	Organization and Administration in Athletic Training	(3)
HSC	6xx	Evidence Based Medicine	(3)
Hlth	620	Research methods in HPLS	(3)
Hlth	670	Assessment & Eval in HPLS	(3)

Major Total Credits (49)

**Curriculum
ATEP**

B.A. Health: Pre-Professional Athletic Training– M.S. in Athletic Training

3-2 Program

Fall 1			Spring 1		
INDP 135	Freshmen Experience	3	ENGL 112	Freshmen Comp II	3
ENGL111	Freshmen Comp 1	3	CHEM 212	General Chemistry II	3
MATH 140	College Algebra	3	CHEM 216	General Chem Lab II	2
CHEM 211	General Chemsitry I	3	BIO 212	General Biology	4
Chem 215	General Chem Lab 1	2	PSYCH 101	Psychology & Society	3
BIO 211	General Biology 1	4	PE 100	Fit for Life	2
		TOTAL			17
		18			

Summer 1		
LANG		4
CORE		3
		Total 7

Fall 2			Spring 2		
MART 124	Beginning Speech	3	CHEM 342	Organic Chemistry II	4
CHEM 341	Organic Chem I	4	BIO 332	Human Anatomy & Physiology II	4
BIOL 331	Human Anatomy & Physiology I	4	HLTH 213	Nutrition for Exercise & Sport	3
HLTH 151	Personal & Community Health	3	HPS 370	Kinesiology	3
CORE		3	CORE		4
		Total 17			Total 16

Summer 2		
LANG		3
CORE		3
		Total 6

Fall 3			Spring 3		
HPS 372	Applied Kinesiology	3	HPS 376	Exercise Physiology	3
PHYS 151	Algebra Physics I	4	HLth 370	Prevention of Athletic Injuries and Illnesses	4
HLTH 210	Athletic Training Observation I*	1	PHYS 152	Algebra Physics II	4
HLTH 420	U.S.- Mexico Border Health Issues	3	HLth 311	Athletic Training Observation II	2
UPPER DIV		3	Upper DIV		3
CORE		3	*APPLY TO ATEP PROGRAM*		
		Total 17			Total 16

Fall 4			Spring 4		
HLTH 410/ HSC 5xx	Examination and Diagnosis of the Upper Extremities	4	HLTH 411/ HSC 5xx	Examination and Diagnosis of the Lower Extremities	4
HSC 5xx	Athletic Training Clinical I	3	HSC 5xx	Athletic Training Clinical II	3
HSC 5xx	Therapeutic Modalities & Pharmacology	4	HSC 5xx	Therapeutic Rehabilitation	4
UPPER DIV		3			
	Total	14		Total	11

Summer 4		
HPS 620	Research Methods in HPLS	3
	Total	3

Fall 5			Spring 5		
HPS 532	NSCA Strength Coach Review	3	HSC 6xx	Athletic Training Clinical IV	4
HSC 6xx	Athletic Training Clinical III	3	HSC 6xx	Evidence Based Practice	3
HSC 6xx	General Medical Conditions	4	HSC 6xx	Administration of Athletic Training	3
HPS 670	Assessment & Eval in HPLS	3			
	Total	13		Total	10

Application Requirements for the Athletic Training Education Program

Requirements:

- Students can apply to ATEP each year in the spring. Date TBA
- Student must complete Hlth 370 Prevention of Athletic Injuries and Illnesses with a B or better. If the student did not graduate from NMHU he/she must have a class that is equivalent to this course.
- Student must have a Cumulative GPA of 2.8 or better
- Student must have all Core classes completed
- Student must only have 3 credits of upper division left to fulfill bachelor's degree requirements plus the credits earned from Hlth 410/ HSC 5xx Examination and Diagnosis of Upper Extremity Injuries and Hlth 411/HSC 5xx Examination and Diagnosis of Lower Extremity Injuries. (total credits needed to complete BA:11)

Committee on Accreditation on Athletic Training Education Standards

All programs wishing to be accredited must meet these standards

Courses	SB	CA1	CA2	CA3	CA4	CA5	CA6	CA7	CA8	CA9	CA10	CA11	CA12
<u>Undergraduate Degree</u>													
Hlth 151 Personal & Community Health		X										X	X
Hlth 210 Athletic Training Observation I					X	X	X						X
Hlth 213 Nutrition for Exercise and Sport		X									X		
Hlth 370 Prevention of Athletic Injuries and Illnesses		X	X	X	X	X		X		X	X	X	X
Hlth 311 Athletic Training Observation II		X				X	X				X	X	X
Hlth 4420 Border Health		X											X
Hlth 410/ HSC 5xx Examination and Diagnosis of the Upper Extremity Injuries			X	X	X					X			X
Hlth 411/ HSC 5xx Examination and Diagnosis of the Lower Extremity Injuries			X	X	X					X			X

HPS 370 Kinesiology	X												
HPS 372 Applied Kinesiology	X												
Courses	SB	CA1	CA2	CA 3	CA 4	CA 5	CA 6	CA 7	CA 8	CA 9	CA 10	CA1 1	CA1 2
HPS 376 Exercise Physiology	X												
Phys 151 Algebra Physics I	X												
Phys 152 Algebra Physics II	X												
Psych 101 Psychology and Society	X												
Biol 211 General Biology I	X												
Biol 212 General Biology II	X												
Biol 331 Human Anatomy and Physiology	X												
Biol 332 Human Anatomy and Physiology	X												
Chem 211 General Chemistry I	X												
Chem 212 General Chemistry II	X												
Chem 215 General Chemistry I Lab	X												
Chem 216 General Chemistry II Lab	X												

Chem 341 Organic Chemistry I	X												
Chem 342 Organic Chemistry II	X												
Courses	SB	CA 1	CA2	CA 3	CA 4	CA 5	CA 6	CA 7	CA 8	CA 9	CA 10	CA1 1	CA1 2
<u>Graduate Degree</u>													
HSC 5xx Athletic Training Clinical I				X	X		X						X
HSC 5xx Therapeutic Modalities & Pharmacology							X		X				X
HSC 5xx Athletic Training Clinical II				X				X					X
HSC 5xx Therapeutic Rehabilitation				X				X		X	X		
HSC 6xx Athletic Training Clinical III		X	X	X		X	X	X	X	X	X	X	X
HSC 6xx Athletic Training Clinical IV		X	X	X	X	X	X	X	X	X	X	X	X
HSC 6xx General Medical Conditions			X		X	X					X		X
HSC 6xx Evidence Based Practice												X	X
HSC 6xx Administration of Athletic Training												X	X

HPS 532 NSCA Strength Coach Review								X					
Hps 620 Research Methods in HPLS													X
Hps 670 Assessment & Eval in HPLS													X

SB: Science Background

**CA1: Risk Management and Injury
Prevention**

CA2: Pathology of Injuries and Illnesses

**CA3: Orthopedic Clinical Examination
and Diagnosis**

**CA4: Medical Conditions and
Disabilities**

**CA5: Acute Care of Injuries and
Illnesses**

CA6: Therapeutic Modalities

**CA7: Conditioning and Rehabilitative
Exercise**

CA8: Pharmacology

**CA9: Psychosocial Intervention and
Referral**

**CA10: Nutritional Aspects of Injuries
and Illnesses**

CA11: Health Care Administration

**CA12: Professional Development and
Responsibility**

III. Need For Program

a. Relationship to NMHU Mission

i. A Student Centered University:

The athletic training education program will be a program which integrates problem based learning throughout the curriculum. Problem based learning is grounded on student centered learning activities that engage students in brainstorming, discussions, and debates.(1)

ii. "...seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society"

Minority ethnicities are not well represented in the field of athletic training. The National Athletic Trainers' Association urges athletic trainers to actively strive to increase diversity within the profession.(2) Having an athletic training education program at NMHU will allow students in this region to pursue a degree in a field that lacks representation from this region's ethnic population.

iii. "...deliver new models for baccalaureate and graduate programs..."

The 3-2 (5) year model is an innovative way to educate our students. Although this model is not new to the health care education community, it will be new to students we serve at New Mexico Highlands University. Physical therapy education schools have moved in this direction as well as other athletic training education programs.

iv. "Relying on well-developed, diverse academic programs that meet the needs of our changing world."

The health care system is changing dramatically. Due to the high cost of health care there are efforts to find more cost effective ways of meeting an increasing demand. Athletic Trainers have been identified as one of the cost effective professions that will be delivering health care. The health care industry is projected to be one of the largest growing industries in the next eight years. This program will help to supply the athletic trainers that will be needed in the future. (3)

b. Relationships to Other NMHU Programs

The Athletic Training Education Program will be distinct among the programs currently offered at NMHU. The program will serve two different populations, the undergraduate and graduate. We propose to create a 3-2 (5 year) program which will end with the student receiving both a bachelor's degree and master's degree in five years. The first three years will be a "pre-professional" phase gaining basic knowledge, readying the student for the advanced work in athletic training. The last two years of the students study will be the "professional" phase focusing

mainly on the profession of athletic training and gaining specific knowledge needed to become an effective athletic trainer.

Students who have already earned a Bachelor's degree will also have an opportunity to apply to the two year Master's program. Students, whether they began as undergraduate students or graduate will be taking the same classes, so there is no need to have separate sections for either cohort since both groups are working towards a Master's degree.

All students in the Master's program will have specific prerequisites they must finish before gaining admittance. (see appendix) The prerequisites are the same for both the students in the undergraduate program as well as students who did not complete the undergraduate program at NMHU.

While this program is unique to the university, it integrates courses that are already offered at the university from more than one department. Students will be required to take courses from Human Performance and Sport, Health, Biology and Chemistry, Physics and Psychology. This program will utilize the resources already available at NMHU and makes the need for additional classes minimal.

c. Relationship to other programs offered at other New Mexico universities

The Athletic Training Education Program will be a program that is distinctive to New Mexico. Although the University of New Mexico and New Mexico State have Athletic Training Education Programs, they only offer a traditional Bachelor's degree. Our program will be unique because we will have an advance track program that allows students to earn a B.A. and M.S. in five years. It will also be unique because we will allow students outside of the undergraduate program to enter the graduate program as long as they meet all requirements. Because of this difference we will have the capability of attracting a different student population than that of UNM and NMSU.

There is also an opportunity for NMHU to partner with other colleges in the area. (e.g. Santa Fe Community College, College of Santa Fe and Luna Community College) A cohort could be created with these schools to create compatible classes that would allow their students to transfer into our 3-2 program. Also, if these schools hire athletic trainers for their student athletes they could also become clinical sites for our students. These partnerships would create a wider variety of clinical experiences for our students.

I also project that the area high schools (Robertson High School and West Las Vegas High School) will serve as clinical sites for our students once they have hired certified athletic trainers for their student athletes. Both schools are either searching for services or are in the process of finding out how they can fund an athletic trainer. The New Mexico Activities Association currently recommends that all 4A & 5A schools hire athletic trainers to address the needs of the students. However, this recommendation is only made to the larger schools because of the money available. The NATA and other organizations such as the, American Academy of Family Physicians, American Academy of Orthopaedic Surgeons and many others recommend that all secondary schools should provide the services of a full-time, on-site, certified athletic trainer. This push for secondary schools to

hire athletic trainers will increase the need for our alumni in New Mexico and around the country.

d. Opportunities for Advanced Degrees

Advanced degrees in the athletic training profession are important. While there are few Universities that grant a doctorate in athletic training, our students will have to opportunity to receive doctorates in other disciplines, including education, exercise science and sports administration offered at other universities in New Mexico as well as around the country.

e. Opportunities for Employment

Our students would be employable by colleges and universities, secondary education institutions, physical therapy clinics, sports medicine clinics, any other medical clinic, military, private and community health clubs, professional sports teams, hospitals, performing arts and commercial or industrial work settings. Certified athletic trainers, enjoy an increasing need for allied health care providers in New Mexico and nationwide according to the U.S. Department of Labor's Bureau of Labor Statistics. Employment is projected to grow 26% by 2016 due to the increasing need for cost-effective health professionals. (3)

As athletic trainers continue to expand their services, more employers are expected to use these workers to realize the cost savings of providing health care in-house. There should be strong demand for athletic trainers in settings outside the sports world, especially those that focus on health care. Continuing efforts to have an athletic trainer in every high school reflect concern for the health of student-athletes as well as efforts to provide more funding for schools, and may lead to growth in the number of athletic trainers employed in high schools. The best job prospects are primarily positions in the health care industry and fitness and recreational sports centers. Additional job opportunities are expected in elementary and secondary schools as more positions are created. (3)

Currently there are 111 certified athletic trainers working in New Mexico in a variety of settings. This number will only increase with time. Our students will not only be employable in New Mexico but also nationwide in a growing health care field.

f. Outcomes Assessment

See appendix D

1. Lusardi M.M., Levangie P.K., Fein B.D. (2002). A Problem based Approach to Facilitate Evidence-Based Learning Approach to Facilitate Evidence-Based Practice in Entry-Level Health Professional Education. *Journal of Prosthetics and Orthotics*.14:2,40.
2. Perrin D.H., Promoting Diversity in Athletic Training. *Journal of Athletic Training*. 35:2, 131.

3. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, Athletic Trainers,
<http://www.bls.gov/oco/ocos294.htm> (visited *March 12, 2008*).

III. Resource Requirements

e. Existing Faculty

NMHU currently has enough faculty to being an Athletic Training Education Program. We have one full time tenure track faculty member and two certified athletic trainers in athletics who can teach the classes necessary to run the program. The athletics department has also stated that they are planning on hiring a third certified athletic trainer who would also be able to teach. Most institutions with Athletic Training Education Programs utilize the rich experience and knowledge of the athletic training staff in the classroom.

The current number of certified athletic trainers in athletics would allow us to have 16 students in the program. The addition of one more certified athletic trainer would allow our program to grow to 24 students.

f. Enrollment Projected # of student generated credit hours

The Commission on Accreditation of Athletic Training Education states that there can be only eight students per certified athletic trainer, in the clinical setting. (1) This means our program is limited by the number of certified athletic trainers available. Although the student will be exposed to the athletic training room while obtaining the B.A. in Health, the official clinical portion of the athletic training program would not begin until the student reached the Master's portion of the program.

With current staff in our athletic training room, we would only be able to accommodate twenty four students in the Master's portion of the Athletic Training Education Program. However, with the addition of one certified athletic trainer, who has at least 2 years of experience beyond their certification, we would be able to accommodate thirty two students.

It is projected that we will acquire additional clinical sites at one local high school and one physical therapy clinic which would allow for the additional eight slots by the 2011-2012 academic year. If we are able to secure those clinical sites before that date we will allow the additional students into the program.

Undergraduate B.A. in Health – Pre-Professional Athletic Training				
Students	2009- 2010	2010-2011	2011-2012	2012 -2013
New	15	15	15	15
Continuing		15	30	30
Total	15	30	45	45

Masters Program M.S. Athletic Training				
Students	2010 - 2011	2011-2012	2012-2013	2013 -2014
New	16	8	16	24
Continuing	0	16	8	8
Total	16	24	24	32

Graduate Credit Hour Production (avg. 12 credit hours a semester)		
Year	Number of Students	Credit Hours
2010- 2011	16	192
2011 - 2012	24	288
2012- 2013	24	288
2013 - 2014	32	384
2014 - 2015	32	384

g. Institutional Readiness

NMHU is currently ready to implement this program at any time. The undergraduate (Pre-professional) portion of the program was approved by academic affairs in the Fall of 2008 and will begin in the Fall of 2009. Immediately we can accommodate 12 graduate students but as the program grows we will need more staff or faculty as detailed in the previous section.

NMHU will be the only school in New Mexico who will have an entry-level master's program in athletic training. NMHU will offer an opportunity to the students of New Mexico that no other university, in New Mexico, is currently capable of. Not only will this program benefit NMHU and the students of New Mexico but it will benefit the entire profession of Athletic Training. The president of the National Athletic Trainers Association (NATA), Marje Albohm, has stated in her letter of support that this program will compliment the commitment of the NATA to diversity by having such an attractive degree available. (Appendix D)

h. Projected Cost (Appendix C)

NMHU currently has the means necessary to start the Athletic Training Education Program. As the program grows we may need to charge a special fee for the supplies (i.e. tape) used in the athletic training room by the students, while learning/practicing skills.

The NMHU library currently has access to many journals that are needed for the athletic training program. However, there are a few medical journals that need to be subscribed to in order to have the necessary resources for the students. The Journals needed are as follows:

Journal of Orthopaedic & Sports Physical Therapy:	\$330.00
Journal of Bone and Joint Surgery:	\$344.00
British Journal of Sports Medicine:	\$856.00
Journal of Sport Rehabilitation:	\$315.00
TOTAL:	\$1845.00

This quote is based on online access to the journals which is acceptable for the program.

We are also requesting three graduate assistantships for the program. The GA's will assist with the undergraduate athletic training courses and when in their second year of the program assist with the first year courses.

IV. Other

d. Date of Implementation

We propose to start the pre-professional phase of the 3-2 program in the Fall of 2009. The first cohort of students to graduate from the accelerated 3-2 program would be in the spring of 2014. We propose to start accepting students for the masters program in the Fall of 2010. The first cohort of students to graduate with a Master's degree will be in the spring of 2012.

e. Letters of Support

See Appendix E

f. Accreditation

The Commission on Athletic Training Education (CAATE) is the agency which accredits all entry-level athletic training education programs. In order for our students to work as athletic trainers in New Mexico they must be licensed. In order to acquire licensure our students must sit for the Board of Certification Exam. The only students that can sit for this exam are those who have graduated from a program that has been accredited. This is fairly new mandate. Before the year 2000 students had two routes to choose from in order to sit for the exam: via accredited curriculum or via an internship. NMHU had students who were able to sit for the exam prior to the new mandate via the internship route.

According to the CAATE we would be eligible for a site visit once all classes are taught or the last few classes are in session during the site visit.(L Caruthers, Personal Communication, September, 17 2008) We would eligible for the site visit in the spring of 2011.

1. Commission on Accreditation of Athletic Training Education (2008). Standards for the Accreditation of Entry-Level Athletic Training Education Programs. <http://caate.net/documents/Standards.6.30.08.pdf> (visited *March 12, 2008*).

Appendix A

Change Request Forms

REQUEST COURSE CHANGE

NEW _____ REVISED X DELETE _____
October 2008 _____
Date Submitted _____ Date Received _____
Submitted by the Exercise and Sport Sciences _____
Program Representative _____

- A. Proposed Discipline and Course Number: HSC - 6XX
- B. Course Title: Administration of Athletic Training
- C. Hours Credit: 3
- D. Total Contact Hours: (Lecture: 3; Lab _____)
- E. Semester(s) Course to be Offered: Fall
- F. Proposed Course Description for Catalog: (attach syllabus)
Discussion of the issues in the organization and administration of athletic training programs to include the knowledge to develop, administer, and manage an athletic training room. Professional responsibilities and avenues of professional development as well as legal implications of misconduct will be addressed.
Pre-requisite: HSC Clinical III
Co-requisite: HSC 6xx Clinical IV
- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
HPS 481 Administration of Athletic Training
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global _____ YES _____ NO

ACTION:

____ Approval _____ Denial _____
Department Chair

____ Approval _____ Denial _____
School/College Dean

____ Approval _____ Denial _____
Academic Affairs Committee

____ Approval _____ Denial _____
Provost and Vice President for Academic Affairs

Distribution: White-Registrar's Office Yellow-Academic Affairs Office Pink-School/College

REQUEST COURSE CHANGE

NEW X REVISED DELETE
October 2008 _____
Date Submitted Date Received
Submitted by the Exercise and Sport Sciences _____
Program Representative

- M. Proposed Discipline and Course Number: HSC - 5XX
- N. Course Title: Athletic Training Clinical I
- O. Hours Credit: 3
- P. Total Contact Hours: (Lecture: 3; Lab)
- Q. Semester(s) Course to be Offered: Fall
- R. Proposed Course Description for Catalog: (attach syllabus)
Clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in an approved setting. Course meets for formal competency development. Includes skill development in first aid and taping and wrapping techniques. Also includes content necessary for completion of Hlth 4/5xx Specific content includes goniometry and muscle function assessment .Minimum of 128 hours of clinical experience required.

Co-requisite: Hlth 410/ HSC 5xx UE
- S. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
- T. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- U. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- V. Resource requirements
- W. Delete Course (effective Spring 09)
- X. Delete from Global YES NO

ACTION:

____ Approval ____ Denial _____
Department Chair

____ Approval ____ Denial _____
School/College Dean

____ Approval ____ Denial _____
Academic Affairs Committee

____ Approval ____ Denial _____
Provost and Vice President for Academic Affairs

REQUEST COURSE CHANGE

NEW <u> X </u>	REVISED <u> </u>	DELETE <u> </u>
October 2008 _____		
Date Submitted _____		Date Received _____
Submitted by the <u>Exercise and Sport Sciences</u>		_____
		Program Representative
A.	Proposed Discipline and Course Number: <u> HSC </u> - <u> 5XX </u>	
B.	Course Title: <u> Athletic Training Clinical II </u>	
C.	Hours Credit: <u> 3 </u>	
D.	Total Contact Hours: (Lecture: <u> 3 </u> ; Lab <u> </u>)	
E.	Semester(s) Course to be Offered: <u> Spring </u>	
F.	Proposed Course Description for Catalog: (attach syllabus) Clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in an approved setting. Course meets for formal competency development. Also includes content necessary for completion of Hlth 4/5xx Specific content includes goniometry and muscle function assessment. Minimum of 128 hours of clinical experience required.	
Co-requisite: Hlth 411/HSC 5xx LE		
G.	Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),	
H.	Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.	
I.	Need for Course This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.	
J.	Resource requirements	
K.	Delete Course (effective <u>Spring 09</u>)	
L.	Delete from Global <u> </u> YES <u> </u> NO	
ACTION:		
<u> </u> Approval	<u> </u> Denial	_____
		Department Chair
<u> </u> Approval	<u> </u> Denial	_____
		School/College Dean
<u> </u> Approval	<u> </u> Denial	_____
		Academic Affairs Committee
<u> </u> Approval	<u> </u> Denial	_____
		Provost and Vice President for Academic Affairs

REQUEST COURSE CHANGE

NEW _____ REVISED X DELETE _____
October , 2008 _____
Date Submitted Date Received

Submitted by the Exercise and Sport Sciences _____
Program Representative

- A. Proposed Discipline and Course Number: HSC - 5xx
- B. Course Title: Examination and Diagnosis of Lower Extremity Injuries
- C. Hours Credit: 4
- D. Total Contact Hours: (Lecture: 3; Lab 2)
- E. Semester(s) Course to be Offered: Spring
- F. Proposed Course Description for Catalog: (attach syllabus)
This course will study the Lower Extremities, Spine Thorax and Abdomen as they relate to the recognition, evaluation, diagnosis and immediate care of sport related orthopedic injuries.
Prerequisites: Hlth 410/HSC 5xx UE
Co-requisite: HSC 5xx Clinical Athletic Training II
- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
HPS 393 Assessment and Evaluation of the Lower Extremities
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements of the accrediting agency, CAATE, for the proposed athletic training education program. The name change is important to keep up with the current language of the profession.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global _____ YES _____ NO

ACTION:

____ Approval _____ Denial _____
Department Chair

____ Approval _____ Denial _____
School/College Dean

____ Approval _____ Denial _____
Academic Affairs Committee

____ Approval _____ Denial _____
Provost and Vice President for Academic Affairs

Distribution: White-Registrar's Office Yellow-Academic Affairs Office Pink-School/College

NEW X REVISED DELETE

October , 2008 _____

Date Submitted Date Received

Program Representative

- A. Proposed Discipline and Course Number: HSC - 5xx
- B. Course Title: Examination and Diagnosis of Upper Extremity Injuries
- C. Hours Credit: 4
- D. Total Contact Hours: (Lecture: 3; Lab 2)
- E. Semester(s) Course to be Offered: Fall
- F. Proposed Course Description for Catalog: (attach syllabus)
- G. **This course will study the Upper Extremities, Spine Thorax and Abdomen as they relate to the recognition, evaluation, diagnosis and immediate care orthopedic injuries from physical activity.**
Prerequisites: Hlth 370, HPS 370, HPS 376, Biol 332, Chem 342
Co-requisite: HSC 5xx Athletic Training Clinical I
- H. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
HPS 391 Assessment and Evaluation of the Upper Extremities
- I. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- J. Need for Course
This course will help fulfill the requirements of the accrediting agency, CAATE, for the proposed athletic training education program. The name change is important to keep up with the current language of the profession. This course will also be one of the first courses our graduate students will take if the graduate program is approved.
- K. Resource requirements
- L. Delete Course (effective Spring 09)
- M. Delete from Global YES NO

_____Approval	_____Denial	_____
		Department Chair
_____Approval	_____Denial	_____
		School/College Dean
_____Approval	_____Denial	_____
		Academic Affairs Committee
_____Approval	_____Denial	_____
		Provost and Vice President for Academic Affairs

35

REQUEST COURSE CHANGE

NEW _____

REVISED X _____

DELETE _____

October 2008 _____

Date Submitted

Date Received

Submitted by the Exercise and Sport Sciences

Program Representative

- A. Proposed Discipline and Course Number: HSC - 6XX
- B. Course Title: Athletic Training Clinical III
- C. Hours Credit: 4
- D. Total Contact Hours: (Lecture: 3; Lab 2)
- E. Semester(s) Course to be Offered: Fall
- F. Proposed Course Description for Catalog: (attach syllabus)
This course provides athletic training experience under the supervision of a program-approved healthcare provider. The course meets throughout the semester for formal competency development. Specific content includes proper weightlifting form, advanced situational assessments, development of career enhancement skills. Minimum of 156 hours of clinical experience required (average of 12 hours per week)
- Prerequisites: Hlth 411/ HSC 5xx, HSC 5xx Clinical II, HPS 482**
Co-requisite: HPS 532
- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
HPS 420 Introduction to Athletic Training
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global _____ YES _____ NO

ACTION:

____ Approval _____ Denial _____
Department Chair

____ Approval _____ Denial _____
School/College Dean

____ Approval _____ Denial _____
Academic Affairs Committee

____ Approval _____ Denial _____
Provost and Vice President for Academic Affairs

Distribution: White-Registrar's Office Yellow-Academic Affairs Office Pink-School/College

REQUEST COURSE CHANGE

NEW X

REVISED

DELETE

October 2008

Date Submitted

Date Received

Submitted by the Exercise and Sport Sciences

Program Representative

- A. Proposed Discipline and Course Number: HSC - 5XX
- B. Course Title: Athletic Training Clinical IV
- C. Hours Credit: 4
- D. Total Contact Hours: (Lecture: 3; Lab 2)
- E. Semester(s) Course to be Offered: Fall
- F. Proposed Course Description for Catalog: (attach syllabus)
Continued athletic training experience under the supervision and guidance of a program-approved healthcare provider in an approved setting. Course meets periodically for formal competency development. Specific content includes situational orthopedic assessment, health care for all age groups and special populations and continued development of taping, bracing, and casting skills. Minimum of 156 hours of clinical experience required (average of 12 hours per week)
- Prerequisite: HSC 6xx Clinical III**
- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global YES NO

ACTION:

<u> </u> Approval	<u> </u> Denial	_____
		Department Chair
<u> </u> Approval	<u> </u> Denial	_____
		School/College Dean
<u> </u> Approval	<u> </u> Denial	_____
		Academic Affairs Committee
<u> </u> Approval	<u> </u> Denial	_____
		Provost and Vice President for Academic Affairs

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REQUEST COURSE CHANGE

NEW _____ REVISED X DELETE _____

October 2008 _____
Date Submitted Date Received

Submitted by the Exercise and Sport Sciences _____
Program Representative

A. Proposed Discipline and Course Number: HSC - 5XX

B. Course Title: Therapeutic Modalities

C. Hours Credit: 4

D. Total Contact Hours: (Lecture: 3; Lab 2)

E. Semester(s) Course to be Offered: Fall

F. Proposed Course Description for Catalog: (attach syllabus)
Basic Physiological responses of the human body to the application of therapeutic heat, therapeutic cold, therapeutic electricity, iontophoresis, ultrasound and other basic therapeutic modalities used in sports medicine. Discussion of pharmacological agents on those who are physically active is also an integral part of the lecture.

G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
HPS 481 Therapeutic Modalities

H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.

I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.

J. Resource requirements

K. Delete Course (effective Spring 09)

L. Delete from Global _____ YES _____ NO

ACTION:

_____ Approval	_____ Denial	_____
		Department Chair
_____ Approval	_____ Denial	_____
		School/College Dean
_____ Approval	_____ Denial	_____
		Academic Affairs Committee
_____ Approval	_____ Denial	_____

REQUEST COURSE CHANGE

NEW _____ REVISED X DELETE _____
October 2008 _____
Date Submitted _____ Date Received _____

Submitted by the Exercise and Sport Sciences _____
Program Representative

- A. Proposed Discipline and Course Number: HSC - 5XX
- B. Course Title: Therapeutic Exercise
- C. Hours Credit: 4
- D. Total Contact Hours: (Lecture: 3; Lab 2)
- E. Semester(s) Course to be Offered: Spring
- F. Proposed Course Description for Catalog: (attach syllabus)

A systematic approach to exercise program development as related to athletic injury. Basics of using the various forms of therapeutic exercises, techniques, indications and contraindications of exercise, and exercise progression as related to athletic injury, prevention, reconditioning and return to participation guidelines.
Prerequisites: HSC 5xx Modalities

- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
HPS 482 Therapeutic Exercise
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global _____ YES _____ NO

ACTION:

____ Approval _____ Denial _____
Department Chair

____ Approval _____ Denial _____
School/College Dean

____ Approval _____ Denial _____
Academic Affairs Committee

____ Approval _____ Denial _____
Provost and Vice President for Academic Affairs

Distribution: White-Registrar's Office Yellow-Academic Affairs Office Pink-School/College

REQUEST COURSE CHANGE

NEW X REVISED DELETE
October 2008 _____
Date Submitted Date Received

Submitted by the Exercise and Sport Sciences _____
Program Representative

- A. Proposed Discipline and Course Number: HSC - 6XX
- B. Course Title: General Medical Conditions
- C. Hours Credit: 4
- D. Total Contact Hours: (Lecture: 3; Lab 2)
- E. Semester(s) Course to be Offered: Fall
- F. Proposed Course Description for Catalog: (attach syllabus)
This course introduces the student to the etiology of normal and abnormal responses to injury and disease. Discussions will center on the following: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of general medical conditions and disabilities.

Prerequisite: HSC5xx rehab, HSC5xx Clinical II
- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global _____ YES _____ NO

ACTION:

____ Approval ____ Denial _____
Department Chair

____ Approval ____ Denial _____
School/College Dean

____ Approval ____ Denial _____
Academic Affairs Committee

____ Approval ____ Denial _____
Provost and Vice President for Academic Affairs

Distribution: White-Registrar's Office Yellow-Academic Affairs Office Pink-School/College

REQUEST COURSE CHANGE

NEW X

REVISED

DELETE

October 2008

Date Submitted

Date Received

Submitted by the Exercise and Sport Sciences

Program Representative

- A. Proposed Discipline and Course Number: HSC - 6XX
- B. Course Title: Evidence Based Practice
- C. Hours Credit: 2
- D. Total Contact Hours: (Lecture: 2; Lab)
- E. Semester(s) Course to be Offered: Spring
- F. Proposed Course Description for Catalog: (attach syllabus)
This course is designed to expand the student's ability to use research literature to guide clinical decision making and practice. A presentation is required.
- Prerequisite: HSC 6xx Clinical II**
- G. Course(s) to be discontinued or revised if this course is approve (list course number(s), title(s),
- H. Does this course duplicate or approximate any current course(s) in the Catalog? If so, identify course(s) and justify the proposed new course.
- I. Need for Course
This course will help fulfill the requirements placed by the accrediting agency Commission on Accreditation of Athletic Training Education.
- J. Resource requirements
- K. Delete Course (effective Spring 09)
- L. Delete from Global YES NO

ACTION:

<u> </u> Approval	<u> </u> Denial	_____
		Department Chair
<u> </u> Approval	<u> </u> Denial	_____
		School/College Dean
<u> </u> Approval	<u> </u> Denial	_____
		Academic Affairs Committee
<u> </u> Approval	<u> </u> Denial	_____
		Provost and Vice President for Academic Affairs

Distribution: White-Registrar's Office Yellow-Academic Affairs Office Pink-School/College

Appendix B

Syllabi

Syllabus
Examination and Diagnosis of Lower Extremity Injuries
HSC 5xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA

Text: Starkey C, Ryan J. (2003) *Evaluation of Orthopedic and Athletic Injuries*. Philadelphia: FA Davis;
Magee DJ. (2002) *Orthopedic Physical Assessment*. Philadelphia: W.B. Saunders.

Course Description

Students will study the Lower Extremities, Spine Thorax and Abdomen as they relate to the recognition, evaluation, diagnosis and immediate care of orthopedic injuries caused by physical activity.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Based on evaluative findings, formulate a differential diagnosis for a patient's condition.
2. Identify functional limitations and their underlying impairments as part of the evaluative process.
3. Identify and palpate bony and soft tissue structures of the body part(s).
4. Distinguish between primary, cortical and discriminatory forms of sensation.
5. Identify common risk factors and causes of athletic injuries for child, adult, and aging populations.
6. Identify common athletic injuries to each body part and potential mechanisms for those injuries.
7. Identify relationships between signs and symptoms and injury pathologies.
8. Identify presented signs and symptoms as either warranting referral to a physician or not.
9. Apply commonly accepted techniques and procedures for clinical evaluation of common athletic injuries/illnesses including (a) history, (b) inspection, (c) palpation, (d) functional testing (range of motion testing, ligamentous/capsular stress testing, manual muscle testing, sensory and motor neurological testing, posture, etc.) and (e) special evaluation techniques (including gait evaluation).
10. Modify an evaluation relative to the circumstances, selecting only necessary features.
11. Select and perform appropriate techniques for safe removal of an injured athlete from the playing field.
12. Select appropriate initial management strategies for the acutely injured patient.
13. Differentiates the use of diagnostic tests based on their applicability in the assessment of an injury or illness when prescribed by a physician.
14. Demonstrate appropriate and accurate medical record keeping strategies.

15. Determine readiness of a patient to return to activity, using objective criteria.
16. Communicate effectively using language appropriate to the situation and audience

Expectations:

1. Students are expected to come to class on time and prepared.
2. Students will have homework in the form of readings and class preparation assignments.
3. Students will give two presentations.
4. There will be a final paper due along with the last presentation.
5. There will be 3 written exams with the final exam being cumulative.
6. Students will need to wear appropriate attire for labs.

Evaluation:

Homework:	20%
Exams:	30%
Presentations:	20%
Paper:	10%
Lab:	20%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Examination and Diagnosis of Upper Extremity Injuries
HSC 5xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA

Text: Starkey C, Ryan J. (2003) *Evaluation of Orthopedic and Athletic Injuries*. Philadelphia: FA Davis;
Magee DJ. (2002) *Orthopedic Physical Assessment*. Philadelphia: W.B. Saunders.

Course Description:

This course will study the Upper Extremities, Spine Thorax and Abdomen as they relate to the recognition, evaluation, diagnosis and immediate care orthopedic injuries from physical activity.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Based on evaluative findings, formulate a differential diagnosis for a patient's condition.
2. Identify functional limitations and their underlying impairments as part of the evaluative process.
3. Identify and palpate bony and soft tissue structures of the body part(s).
4. Distinguish between primary, cortical and discriminatory forms of sensation.
5. Identify common risk factors and causes of athletic injuries for child, adult, and aging populations.
6. Identify common athletic injuries to each body part and potential mechanisms for those injuries.
7. Identify relationships between signs and symptoms and injury pathologies.
8. Identify presented signs and symptoms as either warranting referral to a physician or not.
9. Apply commonly accepted techniques and procedures for clinical evaluation of common athletic injuries/illnesses including (a) history, (b) inspection, (c) palpation, (d) functional testing (range of motion testing, ligamentous/capsular stress testing, manual muscle testing, sensory and motor neurological testing, posture, etc.) and (e) special evaluation techniques (including gait evaluation).
10. Modify an evaluation relative to the circumstances, selecting only necessary features.
11. Select and perform appropriate techniques for safe removal of an injured athlete from the playing field.
12. Select appropriate initial management strategies for the acutely injured patient.

13. Differentiates the use of diagnostic tests based on their applicability in the assessment of an injury or illness when prescribed by a physician.
14. Demonstrate appropriate and accurate medical record keeping strategies.
15. Determine readiness of a patient to return to activity, using objective criteria.
16. Communicate effectively using language appropriate to the situation and audience.

Expectations:

1. Students are expected to come to class on time and prepared.
2. Students will have homework in the form of readings and class preparation assignments.
3. Students will give two presentations.
4. There will be a final paper due along with the last presentation.
5. There will be 3 written exams with the final exam being cumulative.
6. Students will need to wear appropriate attire for labs.

Evaluation:

Homework:	20%
Exams:	30%
Presentations:	20%
Paper:	10%
Lab:	20%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

Disability Notice:

“In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services.

Syllabus
Clinical Athletic Training I
HSC 5xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	Clarkson HM, (2000). <i>Musculoskeletal Assessment</i> . (2 nd ed). Philadelphia, PA. Lippincott Williams & Wilkins		

Course Description

This course will consist of clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in an approved setting. Course meets for formal competency development. This course includes content necessary for completion of HSC 5xx Specific content includes goniometry and muscle function assessment. Minimum of 64 hours of clinical experience required.

Course Objectives:

At the conclusion of this course, students should be able to understand and appreciate:

1. Muscle origin, insertion and Action
2. Principles of Goniometry and manual muscle testing
3. Students should be able to do goniometric readings and manual muscle tests for the upper body after this course.

Expectations:

Competency's: The student has a number of skills they must be able to perform in a clinical setting. All must be completed by the end of the Semester.

Clinical Evaluation: The student will evaluate him/herself half way through the semester and at the end of the semester. The student will also be evaluated by his/her clinical instructor at those times.

Hours in ATR: The student is required to spend an average of 12 hours a week in the athletic training room.

Evaluation:

Competency's:	50%
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	Evaluation:	25%
	Hours in ATR:	25%
<u>Grading Scale:</u>		
	90– 100	A
	80 – 89	B
	70 – 79	C
	60 – 69	D
	Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Clinical Athletic Training II
HSC 5xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	Clarkson HM, (2000). <i>Musculoskeletal Assessment</i> . (2 nd ed). Philadelphia, PA. Lippincott Williams & Willkins		

Course Description:

This course will consist of clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in an approved setting. Course meets for formal competency development. Also includes content necessary for completion of HSC 5xx Specific content includes goniometry and muscle function assessment. Minimum of 64 hours of clinical experience required.

Course Objectives:

At the conclusion of this course, students should be able to understand and appreciate:

1. Muscle origin, insertion and Action
2. Principles of Goniometry and manual muscle testing
3. Students should be able to do goniometric readings and manual muscle tests for the lower body after this course.

Expectations:

Competency's: The student has a number of skills they must be able to perform in a clinical setting. All must be completed by the end of the Semester.

Clinical Evaluation: The student will evaluate him/herself half way through the semester and at the end of the semester. The student will also be evaluated by his/her clinical instructor at those times.

Hours in ATR: The student is required to spend and average of 12 hours a week in the athletic training room.

Evaluation:

Competency's:	50%
Evaluation:	25%

Grading Scale:

Hours in ATR:	25%
90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Clinical Athletic Training III
HSC 6xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	TBA		

Course Description:

This course will consist of athletic training experience under the supervision of a program-approved healthcare provider. The course meets throughout the semester for formal competency development. Specific content includes proper weightlifting form, advanced situational assessments, development of career enhancement skills, health care for all age groups and special populations. Minimum of 156 hours of clinical experience required (*average of 12 hours per week*)

Course Objectives:

At the conclusion of this course, students should be able to understand and appreciate:

1. Proper technique for all Olympic style lifts and other common lifts
2. Assessments of injuries students may see during clinical experience
3. Resume writing skills
4. Interview skills
5. Proper care for physically active adolescents, elderly and disabled individuals

Expectations:

Advanced Assessments: Students will given scenarios and tested on assessment skills. Students are expected to take a history, perform and examination, give a diagnosis and immediate plan of care.

Competency's: The student has a number of skills they must be able to perform in a clinical setting. All must be completed by the end of the Semester.

Clinical Evaluation: The student will evaluate him/herself half way through the semester and at the end of the semester. The student will also be evaluated by his/her clinical instructor at those times.

Hours in ATR: The student is required to spend and average of 12 hours a week in the athletic training room.

Evaluation:

Assessments:	30%
Competency's:	30%
Evaluation:	20%
Hours in ATR:	20%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Clinical Athletic Training IV
HSC 6xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	TBA		

Course Description:

This course will consist of continued athletic training experience under the supervision and guidance of a program-approved healthcare provider in an approved setting. Course meets for formal competency development. Specific content includes situational orthopedic assessment, health care for all age groups and special populations and continued development of taping, bracing, and casting skills. Minimum of 156 hours of clinical experience required (*average of 12 hours per week*)

Course Objectives:

At the conclusion of this course, students should be able to understand and appreciate:

1. Assessments of injuries in specific situations that may occur
2. Advanced taping & bracing skills
3. Casting skills
4. Proper care for physically active adolescents, elderly and disabled individuals

Expectations:

Situational Assessments: Students will given scenarios and tested on assessment skills. Students are expected to take a history, perform and examination, give a diagnosis and immediate plan of care.

Competency's: The student has a number of skills they must be able to perform in a clinical setting. All must be completed by the end of the Semester.

Clinical Evaluation: The student will evaluate him/herself half way through the semester and at the end of the semester. The student will also be evaluated by his/her clinical instructor at those times.

Hours in ATR: The student is required to spend and average of 12 hours a week in the athletic training room.

Evaluation:

Assessments:	30%
Competency's:	30%
Evaluation:	20%
Hours in ATR:	20%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Therapeutic Modalities and Pharmacology
HSC 5xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	Mangus BC, Miller MG (2005). <i>Pharmacology Application in Athletic Training</i> . Philadelphia, PA. F.A. Davis Company		
	Knight KL, Draper DO (2008). <i>Therapeutic Modalities: The Art and Science</i> . Philadelphia, PA. Lippincott Williams & Wilkins		

Course Description:

Basic Physiological responses of the human body to the application of therapeutic heat, therapeutic cold, therapeutic electricity, iontophoresis, ultrasound and other basic therapeutic modalities used in sports medicine. Discussion of pharmacological agents on those who are physically active is also an integral part of the lecture.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Explain and understand the physiology of the healing process
2. Recognize the various phases and characteristics of each phase in the healing continuum
3. Develop a working knowledge of the principles of application for a variety of therapeutic modalities
4. Develop analytical skills as to the application of therapeutic modalities in the athletic training setting
5. Demonstrate proficiency in the application of therapeutic modalities to include patient preparation, set-up, determination of dosage and operational procedures
6. Understand indications and contraindications for the use of the various therapeutic modalities
7. Understand indication and contraindications for the use of pharmacological agents
8. Demonstrate a thorough understanding of the legalities of the use of pharmacological agents in the athletic training setting

Expectations:

Assignments: Assignments will include reading and questions that are related to the reading. All assignments must be turned in prior to class starting. No late assignments will be accepted. Assignments will be available via blackboard.

Exams: All exams will be a combination of multiple choice, T/F – correct the F, and short answer. Two exams are take home and will be distributed via blackboard on Fridays. The exam will then be due at 8am the following Monday. For every day the exam is late 10 points will be taken off. **These exams are take home however they are not group exams anyone caught cheating will automatically fail the exam and possibly the class.** The final exam is an in class exam and attendance is mandatory.

Presentations: There will be a final presentation the last week of class. The presentation will be over the final paper.

Final Paper: The student will write a five page paper on a modality of choice and explain if the research show that works and when.

Evaluation:

Exams	35%
Assignments	20%
Labs	20%
Presentation	10%
Paper	10%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

**Syllabus
Therapeutic Exercise
HSC 5xx**

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	Kisner C, Colby LA (2007). <i>Therapeutic Exercise: Foundations and Techniques</i> . Philadelphia, PA. F.A. Davis Company		

Course Description:

A systematic approach to exercise program development as related to athletic injury. Basics of using the various forms of therapeutic exercises, techniques, indications and contraindications of exercise, and exercise progression as related to athletic injury, prevention, reconditioning and return to participation guidelines.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Develop a working knowledge of the principles of application for a variety of therapeutic exercises
2. Develop analytical skills as to the application of therapeutic exercise
3. Demonstrate a proficiency in the application of therapeutic exercise and rehabilitation development
4. Demonstrate proper ambulation and immobilization techniques commonly used in the management of orthopedic injuries
5. Plan and implement a therapeutic exercise program for and athletic injury
6. Understand the criteria for the progression of a rehabilitative exercise program
7. Understand the principles for the return to sport after an injury
8. Develop a working knowledge of the psychological effects of an injury

Expectations:

Assignments: Assignments will include reading and questions that are related to the reading. All assignments must be turned in prior to class starting. No late assignments will be accepted. Assignments will be available via blackboard.

Exams: All exams will be a combination of multiple choice, T/F – correct the F, and short answer. Two exams are take home and will be distributed via blackboard on Fridays. The exam will then be due at 8am the following Monday. For every day the exam is late 10 points will be taken off. **These exams are take**

home however they are not group exams anyone caught cheating will automatically fail the exam and possibly the class. The final exam is an in class exam and attendance is mandatory.

Presentation: There will be a final presentation the last week of class. The presentation will be based on a case study.

Rehabilitation Programs: The student will create one rehabilitation program for an upper extremity injury and a lower extremity injury.

Case Study: A final paper will be due that will be in the form of a case study in regards to an athletic at the students clinical site.

Evaluation:

Exams	25%
Assignments	20%
Labs	20%
Presentation	10%
Rehab Programs	15%
Case study:	10%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

**Syllabus
General Medical Conditions
HSC 6xx**

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	Goodman CC, Boissonnault WG, Fuller KS (2003). <i>Pathology implications for the Physical Therapist</i> . Philadelphia, PA. Saunders.		

Course Description:

This course introduces the student to the etiology of normal and abnormal responses to injury and disease. Discussions will center on the following: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of general medical conditions and disabilities.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Describe the essential components of a human cell and explain any abnormalities associated with common illnesses
2. Explain cellular adaptations to stress and disease
3. Explain abnormal symptoms associated with common illnesses and diseases
4. Describe the etiology, pathogenesis, pathomechanics, signs, symptoms and epidemiology of common illnesses and diseases.
5. Describe the response of the body to common illnesses and diseases.
6. Understand the effects of common injuries and diseases on physical activity and tissue healing.
7. Describe and perform common techniques for evaluating common medical conditions.
8. Describe and know when to refer common eye, ear, mouth, nose and throat pathologies
9. Describe and know when to refer common respiratory pathologies
10. Describe and know when to refer common Gastrointestinal, endocrine, metabolic, immune system, renal and urogenital pathologies
11. Describe and know when to refer common skin lesions.
12. Describe and know how to refer common cancers

Expectations:

Assignments: Assignments will include reading and questions that are related to the reading. All assignments must be turned in prior to class starting. No late assignments will be accepted. Assignments will be available via blackboard.

Exams: All exams will be a combination of multiple choice, T/F – correct the F, and short answer. Two exams are take home and will be distributed via blackboard on Fridays. The exam will then be due at 8am the following Monday. For every day the exam is late 10 points will be taken off. **These exams are take home however they are not group exams anyone caught cheating will automatically fail the exam and possibly the class.** The final exam is an in class exam and attendance is mandatory.

Presentation: There will be a final presentation the last week of class. The presentation will be based on a case study.

Case Study: A final paper will be due that will be in the form of a case study in regards to an athlete at the student's clinical site.

Evaluation:

Exams	25%
Assignments	20%
Labs	25%
Presentation	15%
Case study:	15%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Administration of Athletic Training
Hlth 6xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA

Text: Ray Richard2005 (2000). *Management Strategies in Athletic Training*. New York, NY. Chruchill Linvingstone

Course Description:

Discussion of the issues in the organization and administration of athletic training programs to include the knowledge to develop, administer, and manage an athletic training room. Professional responsibilities and avenues of professional development as well as legal implications of misconduct will be addressed.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Create Emergency Action Plans
2. Create accurate filing systems for the ATR
3. Create and Manage and ATR budget
4. Create floor plans for various settings
5. Develop a clinical program that takes in to account fair ethical practices
6. Understand the Human Resources managerial information used to create a program
7. Understand Reimbursement options for athletic trainers
8. Understand and prepare preparticipation physical forms
9. Understand and create Drug-testing Programs

Expectations:

Assignments: Assignments will include reading and questions that are related to the reading. All assignments must be turned in prior to class starting. No late assignments will be accepted. Assignments will be available via blackboard.

Exams: there will be 2 exams throughout the semester. If student is not in class the day of the quiz he/she cannot make that quiz up.

Presentation: There will be a final presentation the last week of class based on a topic of the students choice.

Evaluation:

Exams	50%
Assignments	25%
Presentation	25%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Syllabus
Evidence Based Practice
Hlth 6xx

Instructor:	Andrellita Chavez	Office:	Wilson 233
Phone:	505-426-2195	Fax:	505-454-3001
E-mail:	abchavez@nmhu.edu	Office hours:	TBA
Class Time:	TBA	Class Location:	TBA
Text:	Sackett DL, Straus AE, Richardson WS, Rosenberg W, Haynes RB (2000). <i>Evidence based medicine How to Practice and Teach EBM</i> . New York, NY. Churchill Livingstone.		

Course Description:

This course is designed to expand the student's ability to use research literature to guide clinical decision making and practice. A presentation is required.

Course Objectives:

At the conclusion of the course, students should be able to:

1. Create an answerable clinical question
2. Find the best current evidence
3. Determine the validity reliability of a study
4. Understand sensitivity, specificity and likelihood ratios.
5. Apply EVP to current diagnosis, treatment, and therapy skills.

Expectations:

Assignments: Assignments will include reading and questions that are related to the reading. All assignments must be turned in prior to class starting. No late assignments will be accepted. Assignments will be available via blackboard.

Quizzes: there will be 5 quizzes periodically throughout the semester. If student is not in class the day of the quiz he/she cannot make that quiz up.

Presentation: There will be a final presentation the last week of class based on a topic of the students choice.

Evaluation:

Quizzes	25%
Assignments	25%
Presentation	25%
Case study:	25%

Grading Scale:

90– 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Academic Honesty:

Nationally accepted academic policies and NMHU policy and consequences on student academic honesty will be the standard for student work. Plagiarism and other forms of dishonesty will not be tolerated.

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

Appendix C

Projected Graduate Program Cost Estimates and Resources

Institution: New Mexico Highlands University
Proposed Program: Master of Science in Athletic Training
Projected Graduate Program Cost Estimates and Resources

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	I=0 G=0	I=505800.00 G=4572.00	I=505800.00 G=4572.00	I=465336.00 G=4572.00	I=971136.00 G=9144.00	I=0 G=0	I=971136.00 G=9144.00	I=337200.00 G= 3048.00	I= 2589696.00 G=12192.00	I=0 G=0
External Grants and Contracts	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL REVENUE	510372.00		980280.00		980280.00		1320528.00		1320528.00	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	59400.00	7200.00	66600.00	18400.00	85000.00	0	85000.00	0	85000.00	0
Learning Resources	0	2000.00	2000.00	0	2000.00	0	2000.00	0	2000.00	0
Equipment	0	0	0	0	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	
TOTAL EXPENSES	68600.00		87000.00		87000.00		87000.00		87000.00	
DIFFERENCE (Rev.-Exp.)	441772.00		893280.00		893280.00		1233528.00		1233528.00	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5	
FTE Enrollment	12		24		24		32		32	
Projected Annual Credits Generated	336		612		612		836		836	
Tuition Generated	41126.40		74908.80		74908.80		102326.40		102326.40	

Appendix D
Outcomes Assessment

ASSESSMENT REPORT FOR

Athletic Training

(Instructional Degree Program)

M.S.

(Degree Level) (Major or Minor)

(Period Covered)

(Date Submitted)

Note: Provide the following information for each outcome from the previous page.
Enlarge the space under each category as needed.

Intended Educational Outcome 1

1. Demonstrate an understanding of the comprehensive knowledge of Athletic Training.

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

While GPA is not our typical “means” for assessing our program outcomes, we use GPA in this instance as a benchmark for our own internal assessments of students’ overall exit performance from our program.

B. DATA RESULTS: Summarize results from data collected.

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

The outcome assessment data will be utilized in this program review to help strengthen our curricula and means of assessment.

Intended Educational Outcome 2

2. Demonstrate competency in Practical application of athletic training techniques.

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

- a majority of students receive a GPA of 3.0 or above in all Athletic Training Clinicals.

B. DATA RESULTS: Summarize results from data collected.

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

The data will be utilized in this program review to help strengthen our curricula and means of assessment.

Appendix E
Letters of Support



NEW MEXICO HIGHLANDS UNIVERSITY

A Place for Individual Excellence

August 6, 2009

Andrellita Chavez, ATC/L
Assistant Professor of Athletic Training
New Mexico Highlands University
Box 9000
Las Vegas, NM 87701


Dear Professor Chavez:

As you are aware, the NMHU Board of Regents has approved an M.S. degree in Athletic Training. This program fits logically within our Department of Exercise and Sport Science and is consistent with Highlands' history of offering programming to prepare students to sit for the national exam and certification as an Athletic Trainer.

Many of the classes are already being offered, so the expansion of required resources is minimal and the University is committed to meeting the needs of the program. It is my understanding that this would be the first master's degree in Athletic Training offered in New Mexico. I am also aware from our own challenges in hiring qualified athletic trainers, that there is a significant need for certified trainers.

Therefore, I am pleased to endorse this proposed program as it is considered by the Council of Graduate Deans and the Higher Education Department.

Sincerely,



James Fries, Ph.D.
President

New Mexico
HIGHLANDS
University

Box 9000
Las Vegas, New Mexico 87701
Telephone: 505 425-7511

Andrellita Chavez ATC
Assistant Professor of Athletic Training
New Mexico Highlands University
Department of Exercise and Sport Sciences

Prof. Chavez,

I am pleased to offer my strong support for the proposed Athletic Training Master's degree. NMHU once had a strong Athletic Training Education Program and offered a minor in Athletic Training, where the Board of Certification allowed "internship route" students to sit for the national exam. However, since 2004 students are required to complete an accredited curriculum in order to take the exam. This degree would meet the standards set by the accreditation agency in both academic and clinical areas.

The advanced degree in athletic training would be in line with the current trends in the athletic training profession and allied health fields as a whole. NMHU would be the first institution in New Mexico to make this move towards a Master's Level Athletic Training degree. This would be a progressive move for the University and would benefit not only NMHU but the profession of athletic training as well.

Many of the classes that are proposed in the curriculum are already offered at NMHU. The program will take advantage of our current resources while making minor additions to the curriculum in order to meet accreditation standards. This program will give students an opportunity to receive a Bachelor's and Master's degree in five years; yet another innovative aspect of the program.

The program has a strong science background that complements the professional portion of the program, which concentrates on the health care of people who are physically active. This degree would allow students to compete in the current and future job market as well as enhance the likelihood of students' academic advancement. I look forward to seeing this proposal become a reality.

Sincerely,



Linda La Grange, PhD
Associate Vice President for Academic Affairs
New Mexico Highlands University

New Mexico

HIGHLANDS

University

Office of Academic Affairs
New Mexico Highlands University
Box 9000
Las Vegas, New Mexico 87701

Tel: 505 454-3311
Fax: 505-454-3558

August 14, 2009

Professor Andrellita Chavez, ATC/L
Assistant Professor of Athletic Training
New Mexico Highlands University
PO Box 9000
Las Vegas, NM 87701

Dear Professor Chavez:

I am pleased to write a letter supporting the Master of Science in Athletic Training. This program is a welcomed and needed addition to the Exercise and Sport Sciences Department. The original "internship tract" program was quite successful and flourished when athletic training was offered as a minor. This program will allow the University to be compliant with the new standards of athletic training education, which changed in 2004.

As stated previously, this program has been offered in a different capacity in the past, and those classes will be integrated into the new program. An added plus to this program is that the program does not require substantial additional resources needed. Be assured that the University is committed to meeting the needs of the new Master's program.

Thank you.

Sincerely,



Gilbert D. Rivera, Ph.D.
Vice President for Academic Affairs

December 17, 2008



Board of Regents
c/o Andrellita Chavez
NMHU
Exercise and Sports Sciences
Box 9000
Las Vegas, NV 87701

Board of Regents:

I am writing to support the establishment of an entry level masters program in Athletic Training at NMHU. There is significant demand for this degree program in our profession and it is a program that is very attractive to students. The NATA has made a significant commitment to fostering diversity. Establishing this degree program in a Hispanic serving institution would greatly benefit the profession and be in concert with the goals of the association.

The Athletic Training faculty at NMHU is highly respected and committed to the highest standard of academic excellence. I have met with program director Andrellita Chavez on several occasions and know the skills and passion she brings to the program. Students would greatly benefit from the education and interaction with this faculty.

NMHU has the opportunity to distinguish itself as one of the leading entry level masters programs in Athletic Training in the nation and by doing so will bring recognition to the entire University.

Thank you for your consideration.

Sincerely,



Marjorie J. Albohm, MS, ATC
President



Athletic Training Education Program
Department of Human Performance, Dance & Recreation
New Mexico State University
MSC 3FAC, PO Box 30001
Las Cruces, NM 88003-8001
kbrock@nmsu.edu
Phone: 575-646-5744 Fax: 575-646-3564

May 5, 2009

To Whom It May Concern:

After reviewing the proposed curriculum for the New Mexico Highlands University entry-level master's degree in Athletic Training and the pre-professional track associated with it, I would like to voice my support for the program.

This curriculum appears well thought out and sequenced and would benefit a great many students from our state and the southwest region. There are currently no entry-level masters programs within the state of New Mexico, and as a program director for an undergraduate program, I feel this would be an asset to our state.

During my time at New Mexico State University, there have been a number of students that I could have potentially referred to this program. Unfortunately, up until now, they have had to go out of state for this opportunity.

I hope you will consider approving this program and know that it will benefit the entire state as well as your institution.

Respectfully submitted,

Kim O'Connell-Brock

Kim O'Connell-Brock, MS, ATC/L
Interim Program Director

New Mexico Highlands University Intercollegiate Athletics

Andrellita Chavez
New Mexico Highlands University
Exercise and Sport Science

October 7, 2008

Dear Andrellita,

This letter is in regards to the proposed Athletic Training Education Program (ATEP) at New Mexico Highlands University.

I am excited about the possibility of having this education opportunity for our students. The field of Athletic Training is such a vital component of intercollegiate athletics, having this program on our campus will have a very positive impact in all facets of serving our student athletes here at HU.

We are committed to helping your program in any way. We are in the process of hiring a 2nd certified trainer and hopefully will be able to bring a 3rd trainer on board in the near future. Our plans are to serve the 420 student athletes that we have at HU in the best possible manner that being said increased staffing in our Sports Medicine dept is a priority.

If you have any questions or concerns please feel to contact me at your convenience.

Sincerely,

Ed Manzanares

Ed Manzanares
Director of Athletics
(505) 454-3351

New Mexico

HIGHLANDS

University

Box 9000

Las Vegas, New Mexico 87701

Tel: 505 425-7511

Ms. Andrellita Chavez
P. O. Box 9000
New Mexico Highlands University
Department of Exercise and Sport Sciences
Las Vegas, NM 87701

April 2, 2008

Dear Ms. Chavez:

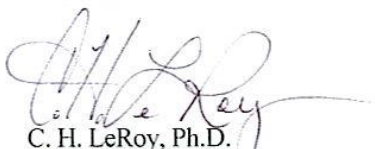
It is a pleasure to write this letter supporting the proposed New Mexico Highlands University Athletic Training Education Program in the Department of Exercise and Sport Sciences. The mission is sound in that it will provide interested and qualified students the preparation needed in order for them to become entry-level athletic trainers.

Nationally, these programs prepare students for careers as allied-health professionals and prepares them for the National Athletic Trainers' Association Board of Certification examination as well. By so doing, the student could then become certificated and credentialed as a certified athletic trainer.

Through the co-operation of physicians and other allied health personnel, the athletic trainer functions as a vital member of the health care team in secondary schools, colleges and universities, sports medicine clinics, industry, professional sports programs and other allied health settings. It is apparent that such individuals would be in high demand employment-wise throughout the state, especially in northern New Mexico. What a superb opportunity this would be for students at Highlands, for northern New Mexico, and the entire state!

I believe the program, if approved, will fill an important "gap" in the current curriculum in the Exercise and Sport Studies Department and will address bona fide needs of the fitness, sports, and allied-health professions throughout our state. I congratulate you for your efforts in helping to move the department toward much needed this goal.

Sincerely,



C. H. LeRoy, Ph.D.

Associate Professor, Health Education, NMHU
505.426.2233 (office)
Email: pleroy@nmhu.edu

*Charles H. (Pete) LeRoy, Ph.D., Associate Professor
Department of Exercise and Sport Sciences
New Mexico Highlands University
Las Vegas, NM 87701*

New Mexico

HIGHLANDS
University

P.O. Box 9000
Las Vegas, New Mexico 87701-9000
Telephone: 505 425-7511

April 1, 2008

Andrellita Chavez, Professor
Department of Exercise and Sport Sciences
New Mexico Highlands University

Re: Support of the Master's Degree Program in Athletic Training

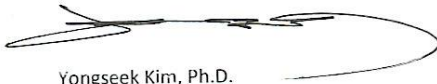
Dear professor Chavez,

I'm writing in support of the proposed Master's Degree Program in Athletic Training. I felt this program will meet the need in the New Mexico State after taking part in several meetings on the subject of your proposal.

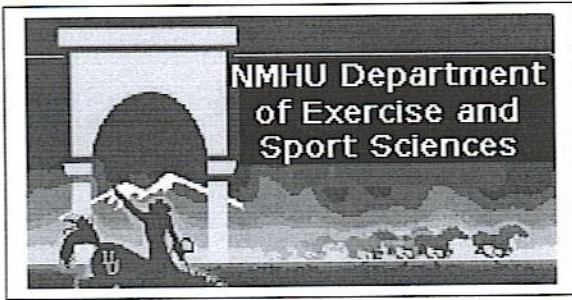
I'm not actually working in this field but I do know that people working in sport/recreation organizations are experiencing the shortage of qualified/certified athletic trainers. Personal injury is a prime issue in these organizations because of the nature of sport and physical activity. Hiring a qualified/certified athletic trainer in sport/recreation organizations will provide two competitive advantages for these organizations in terms of risk management: (1) providing safer environment for their customers and (2) avoiding and minimizing liability of their organization. And one of the main areas of this proposed program is risk management and injury prevention. I'm quite sure that this proposed program will meet the needs of high demand of these organizations and also the needs of our students who are looking for future career in this field.

Please let me know if there is anything else I can do to make this new proposal successful.

Sincerely,



Yongseek Kim, Ph.D.
Assistant Professor of Sport Administration
Exercise and Sport Sciences



Dr. Joe G. Schmalfeldt
Coordinator of Physical Education
NM Highlands University
PO Box 9000
Las Vegas, NM 87701
Phone: 505-454-3032 FAX: 505-454-3001
Email: jschmal@nmhu.edu

12/3/08

To: New Mexico Highlands University Administration

I would like to offer my support to the proposed Athletic Training Program that is being submitted by the Department of Exercise and Sports Science and Ms.

Andrellita Chavez, ATC/L. I believe this program will be a great addition to the exercise science programs here at HU.

Respectfully,

