Teaching English as a Foreign Language (TEFL) Graduate Certificate

Appendix D: Curriculum Form
Kansas State University
(This includes additions, deletions, and changes)

Department: Modern Languages
Dept Head Signature: *Derek Hillard*   Date: *8 AUG 16*

Contact person(s) for this proposal: Earl Brown

Program name: Teaching English as a Foreign Language Graduate Certificate

---

(See below to determine whether this change can go through expedited process)

(Please select one of the boxes below)

☐ **Expedited Process includes, but is not limited to: (CANNOT HAVE IMPACT ON OTHER COLLEGES)**
  - Curriculum change
  - Other minor changes (to be identified and defended by the department).

☒ **Non- Expedited Process includes, but is not limited to:**
  - Changing the required number of credits for completion of a program
  - Curriculum change (when this impacts another unit outside the college)
  - Addition or deletion of an academic sub plan or plan (option, specialization, minor, certificate, etc.).

Effective term for requested action: Term Fall   Year 2017

Please note the following deadlines:

Curriculum Changes effective for:	Must be submitted to Faculty Senate Academic Affairs prior to:	Must be approved by Faculty Senate by:
Fall	2nd April meeting	May meeting
Spring	2nd September meeting	October meeting
Summer	2nd January meeting	February meeting

Please see guidelines in the Kansas Board of Regents (KBOR) policy manual regarding format of new degree program proposals that require KBOR approval (including new majors, secondary majors, and minors not within an existing degree program, etc.)
http://www.kansasregents.org/policy_chapter_ii_a_new_academic_units_and_programs

Rationale: The Department of Modern Languages, working closely with the English Language Program, proposes an 18-hour Graduate Certificate program in Teaching English as a Foreign Language (TEFL), as a natural extension of its existing 30-hour MA degree in TEFL.

Impact (i.e. if this impacts another unit) – Statement should include the date when the head of a unit was contacted, and the response or lack of: Three credit hours (1 course) may be taken from other units, as is the case with the already-established MA program in TEFL.

Entire curriculum, curriculum description or admission criteria must be shown below. *Be sure to use current catalog information.*

Strike through the deleted courses or wording within the curriculum description or admission criteria.

Underline new courses, edited version of the curriculum description or admission criteria.

FROM: (Current list of courses for the curriculum, curriculum description, and admission criteria. Be sure to use current catalog information)

TO: To: (Proposed list of courses for the curriculum, curriculum description, and admission criteria.)

	Proposed list of courses:
	1. MLANG 600: Principles of Linguistics
	2. MLANG 710: Foreign Language Pedagogy
	3. MLANG 770: Theories of SLA
	4. MLANG 803: Oral Practicum
	5. MLANG 804: Written Practicum
	6. Approved elective from, but not limited to, the following:
	• a linguistics-oriented graduate seminar numbered MLANG 779
	• ENGL 700: Old English
	• ENGL 757: Studies in Language and Linguistics
	• ENGL 820: Seminar in Language
	• ENGL 890: History of the English Language
	• ANTH 514: Language and Culture
	• ANTH 523: Topics in Linguistic Anthropology
	• ANTH 792: Field Methods in Linguistics
	• PHILO 625: The Philosophy of Language
	• EDCI 720: ESL/Dual Language Methods
	• EDCI 731: ESL/Dual Language Linguistics
	• EDCI 742: ESL/Dual Language Assessment
	• COMM 780: Intercultural Communication
	Curriculum description:
	The Graduate Certificate Program in Teaching English as a Foreign Language is intended for aspiring teachers of English for non-native speakers, as well as for practicing teachers who would like to enhance their skills and credentials. Students will be better prepared to teach English in a wide range of contexts, both abroad and domestically, or to pursue a graduate degree in TEFL or another field within applied linguistics. A total of 18 credit hours are required to complete the certificate program, 15 hours (5 courses) of required, core courses, and 3 hours (1 course) of an approved elective course.
	Admission criteria:
	Applicants must hold a BA in a related field (e.g., language, education, etc.) or must be pursuing an MA in a related field. Applicants with a different academic background may, at most, be permitted probationary admission, with stipulations for coursework and/or expectations for performance during the first semester in the program.

Please attach additional page(s) if needed.

For Office Use
Date approved by Department Faculty:
Date approved by College Course and Curriculum committee:
Date approved by College Faculty (if needed):
Date approved by Graduate Council (if needed):
Date approved by Faculty Senate (if needed):
Date approved by Board of Regents (if needed):

Teaching English as a Foreign Language (TEFL)
Department of Modern Languages and English Language Program
Kansas State University

A. Educational Objectives of the Certificate Program

The graduate certificate program proposed here is intended for aspiring teachers of English for non-native speakers, as well as for practicing teachers who would like to enhance their skills and credentials. Upon completion of the program, students will be better prepared to teach English in a wide range of contexts, both abroad and domestically, or to pursue a graduate degree in TEFL or another field within applied linguistics. The program requirements generally align with standards for teaching professionals set forth by the Commission on English Language Program Accreditation (available at http://cea-accredit.org/about-cea/standards). Further, the educational objectives of the program are informed by the Mission Statement of the Department of Modern Languages, which (in part), is to "...prepare a linguistically competent and culturally aware citizenry poised to live and work in an increasingly global and diverse society...." The program includes coursework in linguistics, theories of second language acquisition, foreign language pedagogy as well as practical experience within English language classes at K-State.

The educational objectives of the program are that students:

- Strengthen their knowledge and usage of English in academic contexts
- Develop a deeper understanding of languages as systems of communication
- Develop knowledge of second language learning theories
- Demonstrate knowledge of foreign language pedagogy approaches
- Apply foreign language pedagogical approaches with adult learners

B. Courses in the Certificate Program

This graduate certificate program will consist of five required courses and one approved elective course:
1. MLANG 600: Principles of Linguistics: Language Structure and Language Usage
2. MLANG 710: Foreign Language Pedagogy
3. MLANG 770: Theories of Second Language Acquisition
4. MLANG 803: Practicum in Adult TESL: Oral communication
5. MLANG 804: Practicum in Adult TESL: Written communication
6. Elective course approved by the TEFL Advisor before enrollment

The course descriptions follow:

MLANG 600: Principles of Linguistics: Language Structure and Language Usage
Introduction to the fundamentals of linguistic analysis, including the sound system (phonetics and phonology), word formation (morphology), sentence formation (syntax), meaning (semantics and pragmatics). Formal and functional (usage-based) perspectives. Application of linguistics to language acquisition theory and to pedagogy.

MLANG 710: Foreign Language Pedagogy

Second and foreign language pedagogical theory is combined with the examination of practical concerns in the teaching of languages, in order to provide future and current instructors with the necessary background for making informed decisions concerning classroom practices. Taught in English.

MLANG 770: Theories of Second Language Acquisition
Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues.

MLANG 803: Practicum in Adult TESL: Oral communication
Provides an overview of current issues and methodology in TESL/TEFL and a foundation for further exploration of techniques used in skill specific areas of oral communication.

MLANG 804: Practicum in Adult TESL: Written communication
Provides an overview of current issues and methodology in TESL/TEFL and a foundation for further exploration of techniques used in skill specific areas of written communication.

One elective course approved by the TEFL Advisor before enrollment
Courses that fulfill this elective include, but are not necessarily limited to:
- a linguistics-oriented graduate seminar numbered MLANG 779
- ENGL 700: Old English
- ENGL 757: Studies in Language and Linguistics
- ENGL 820: Seminar in Language
- ENGL 890: History of the English Language
- ANTH 514: Language and Culture
- ANTH 523: Topics in Linguistic Anthropology
- ANTH 792: Field Methods in Linguistics
- PHILO 625: The Philosophy of Language
- EDCI 720: ESL/Dual Language Methods
- EDCI 731: ESL/Dual Language Linguistics
- EDCI 742: ESL/Dual Language Assessment
- COMM 780: Intercultural Communication

The sequence in which a student will take these six courses is as follows:

Fall semester:
- MLANG 600: Principles of Linguistics
- MLANG 710: Foreign Language Pedagogy
- MLANG 803: Oral Practicum

Spring semester:
- MLANG 770: Theories of SLA
- MLANG 804: Written Practicum
- Approved elective

As such, students will only be admitted into the certificate program in Fall Semester, rather than in both Fall and Spring Semesters, as is the case with the already-established MA program in TEFL.

C. How the Courses Meet the Stated Educational Objectives

The five required courses and the one elective course align well with the stated educational objectives. The purpose of MLANG 600 is to introduce students to the scientific study of language and the various subfields with linguistics. A large component of this course is to give students exposure to the ways in which languages across the world, rather than only English, accomplish the task of communication. This is performed through the analysis of sounds, words, sentences, and meaning. MLANG 770 presents a survey of the theories that have spawned from as well as informed the study of the acquisition of second languages, including early theories (e.g., Universal Grammar, Contrastive Analysis, Monitor Model) as well as ones that are more widely adhered to today (cognitive, interactionist, sociocultural and sociolinguistic approaches). MLANG 710 presents a robust review of recent methodological approaches to teaching foreign and second languages and challenges students to define their own teaching philosophy. The focus of this course is on adult learners of foreign and second languages, rather than child and youth learners. The practicum courses, MLANG 803 and MLANG 804, offer the students the opportunity to see firsthand English instruction to non-native speakers and to put into practice the theory and methods they learn in those two courses as well as in other courses in the program. The elective course allows the students to explore a topic of interest related to language and society, the teaching of language, and the English language itself.

D. Need for Certificate Program

English is the lingua franca of international business and science, among other fields. The demand for well-trained English language instructors both within the United States and outside of it is high, likely higher than ever. The success of K-State's English Language Program (ELP) reflects this large need. In the last 10 years, between AY 2005-06 and AY 2014-15, the number of students enrolled in the ELP has more than tripled, from 324 students to 1,036, and the number of student hours has more than quadrupled, from 3,145 student hours to 13,792. Worldwide, more people study English as their second language than any other.

The success of the SLA in TEFL MA degree offered since 2007 by Modern Languages also provides evidence of the sustainability of a graduate certificate program in TEFL. During this short time period, 34 students have graduated with the MA in SLA TEFL. Many have returned to their home country to teach, others are now teaching abroad and domestically at universities and adult language programs on four different continents. Additionally, the popularity of the MA program in TEFL among the MA programs offered by the Department of Modern Languages offers evidence that a graduate certificate program would be successful. As of Fall 2015, of the 21 students in the 7 tracks within the MA degree offered by Modern Languages, a third (7 students) are working on the TEFL track. This number is larger than all other tracks, aside from the SLA in Spanish track (8 students).

E. Administration of the Certificate Program

Administration for the program is already in place, as the administration of the graduate certificate program will be assumed by the TEFL Advisor of the MA degree program. Supervisory committee membership on the MA degree program comprehensive exam committee rotates annually, with at least one member from the ELP or the Department of English, and the remaining members from MLANG. The exam committee for a given year will serve as the supervisory committee of students in the graduate certificate program. Decisions about admission to the graduate certificate program will be made the larger TEFL committee, which is the case with the already-established MA degree program.

F. Estimated Budget

As the graduate certificate program proposed here is a shortened version of the MA degree program that Modern Languages already offers, there is no foreseen budgetary implications in the beginning. With five graduate certificate students or less, the core courses (5 of the 6) can easily absorb new students. However, if demand for the program grows, decisions on whether to either cap enrollment or split the core courses into several sections will have to be made. The latter decision would have budgetary implications, as an additional faculty member will likely be needed.

G. Associated Faculty Members

Earl Brown, Modern Languages
Janice McGregor, Modern Languages
Laura Valentín-Rivera, Modern Languages
Li Yang, Modern Languages
Mary Copple, Modern Languages
Abby Franchitti, English Language Program
Beverley Earles, English Language Program
Mary Wood, English Language Program
Glenda Leung, Center for Intercultural and Multilingual Advocacy
Karin Westman, English
Mary Kohn, English
Phillip Marzluf, English

H. Program Coordinator

Earl K. Brown, PhD
Associate Professor of Spanish
Director of Graduate Studies
Advisor, MA TEFL Program
Department of Modern Languages
104 Eisenhower Hall
ekbrown@ksu.edu
785-532-6760

After Sp17 semester:
Mary T. Copple, PhD
Associate Professor of Spanish
Department of Modern Languages
104 Eisenhower Hall
mcopple@ksu.edu
785-532-6760

I. Student Learning Outcomes (SLOs) and Assessment Plan

Knowledge
Students will:
> ***SLO 1***: Demonstrate knowledge of the ways in which English serves as a system of communication, as well as how it is similar to and different from other languages in the world.
> ***SLO 2***: Distinguish characteristics of second language learning theories and their application to second language teaching.

Skills
Students will:

> *SLO 3*: Demonstrate knowledge of and apply foreign language pedagogical approaches with adult learners of foreign and second languages.
>
> *SLO 4*: Demonstrate proficient use of academic language in extended discourse, whether spoken or written, in English, regardless of first language of students.

Attitudes and Professional Conduct
Students will:

> *SLO 5*: Exhibit an awareness of responsibilities (professional integrity, ethical behavior, ability to work with diverse groups of peoples) and engage in professional conduct towards constituent groups which may include students, faculty, staff, or the public.

Assessment Plan

The SLOs will be evaluated once per academic year in order to measure the effectiveness of the proposed program. The following table identifies how each SLO relates to the university-wide SLOs for graduate programs, the course or courses in which the SLOs will be evaluated, and the specific assessment instrument that will be used to measure proficiency in that SLO.

Proposed SLO	University-wide graduate SLO	Courses in which the SLO will be evaluated	Assessment
SLO 1: Demonstrate knowledge of the ways in which English serves as a system of communication, as well as how it is similar and different from other languages in the world.	Knowledge	MLANG 600	Midterm and final exams
SLO 2: Distinguish characteristics of second language learning theories and their application to second language teaching.	Knowledge	MLANG 770, 803, 804	Midterm and final exams (770) Final portfolios (803 and 804)
SLO 3: Demonstrate knowledge of and apply foreign language pedagogical approaches with adult learners or foreign and second languages.	Skills	MLANG 803, 804	Micro-teach demonstrations in class and 15-min. lessons in ELP classes
SLO 4: Demonstrate proficient use of academic language in extended discourse, whether spoken or written, in English, regardless of first language of students.	Skills	MLANG 600	Final paper and accompanying conference-style oral presentation
SLO 5: Exhibit an awareness of	Attitudes and	MLANG 710	Final project

responsibilities (professional integrity, ethical behavior, ability to work with diverse groups of peoples) and engage in professional conduct towards constituent groups which may include students, faculty, staff, or the public.	professional conduct		

J. Endorsements from Academic Units Impacted by the Certificate Program

While the College of Education offers a graduate certificate in Teaching English as a Second Language for Adult Learners (http://coe.k-state.edu/adulted/certificates/teaching-esl-adults.html), the program proposed here is different. One major difference is the mode of transmission. While the College of Education's program is completed online, the program proposed here is not. This program emphasizes face-to-face interaction that students have with their professors in a brick-and-mortar setting, including the supervised on-site practicum experience with adult learners in a university setting, in the English Language Program, especially in MLANG 803 and MLANG 804. Also, this certificate program includes an emphasis on theoretical approaches to Second Language Acquisition and the subsequent connection of theory with practice in developing and teaching English courses for adults. Lastly, and possibly most importantly, the program proposed here has an international focus, as the use of "foreign language" (rather than "second language") in the title of the proposed program itself connotes.

Drs. Earl Brown and Janice McGregor spoke with Dr. Socorro Herrera on February 10, 2016 about this proposed graduate certificate proposal. Dr. Herrera said that she did not see a conflict, as the audiences for the two programs are different. She mentioned that she would send the response of the College of Education to the appropriate person in the Graduate School in a timely manner.

April 1, 2016

RE: Graduate Certificate Proposal: Teaching English as a Foreign Language (TEFL)

Dear Dr. Brown,

The purpose of this letter is to respond to your TEFL, *Graduate Certificate Proposal.* As you note, this is important because we are already preparing International educators from a number of countries for enhanced EFL teaching in their respective schools, along with professional development for enriched, theory-based teaching practices. In fact, we have to date provided courses to over 1000 in-service teachers from Ecuador and 25 pre-service teachers from Mexico. Further, we have extensively met and planned future course iterations for teachers with Ministries of Education in Mexico, Panama, Chile, and Costa Rica. While each of these programs does not currently seek to offer a graduate certificate or degree for their participating educators, they may do so in the near future.

At a glance, I do not see a major overlap between courses offered in the proposed, TEFL, graduate certificate and our adult education certificate in the College of Education (COE). The proposed program out of Modern Languages seems to have a documented, linguistics focus; where as, the program offered within our College takes a more pedagogical approach.

My main concern will be in duplication of similar programming particularly for international students. However, I believe that through ongoing communication and collaboration, we can make this work. Accordingly, we would expect to be advised of any and all future changes to curricula for the TEFL certificate and propose collaboration to avoid future duplication of recruitment efforts in countries seeking services.

Additionally, I would like to share that we are contemplating a graduate certificate for international educators that would fundamentally, focus on teaching and learning in international settings. The certificate would be offered online with a summer-intensive and on campus component. I look forward to sharing this proposal with you next fall.

I am always available to schedule a meeting for purposes of clarification, collaboration, and/or efforts to avert duplication of services. Please feel free to contact CIMA to schedule at any time. Should you have additional questions about our TEFL concerns, our position on the certificate, or efforts to monitor/collaborate please contact me, at your convenience.

Sincerely,

Socorro Herrera
Professor of Curriculum & Instruction
Executive Director of CIMA
College of Education, KSU

Fwd: Proposed new Graduate Certificate

Michael Herman

mar 4/5/2016 9:43 AM

Para:Earl Brown <ekbrown@ksu.edu>;

Earl,

See below. You should include these correspondences into the support section of your proposal.

Thanks,

Mike

> Begin forwarded message:
>
> **From:** F Goodson <tgoodson@ksu.edu>
> **Subject: Fwd: Proposed new Graduate Certificate**
> **Date:** April 5, 2016 at 9:00:30 AM CDT
> **To:** Michael Herman <mherman@ksu.edu>
> **Cc:** Socorro Herrera <sococo@ksu.edu>
>
> Dr. Herman,
>
> I have reviewed the proposed TEFL certificate proposal, and I have shared the proposal with critical members of my department. I support the efforts of the Department of Modern Languages and this certificate proposal.
>
> tg
>
>
> F. Todd Goodson
> Chair, Department of Curriculum and Instruction
> Kansas State University

> Begin forwarded message:
>
> **From:** Socorro Herrera <sococo@ksu.edu>
> **Subject: Fw: Proposed new Graduate Certificate**
> **Date:** April 5, 2016 at 8:53:53 AM CDT
> **To:** F Goodson <tgoodson@ksu.edu>
>
> Dr. Goodson,
>
> Let me know how I can help.
>
> Socorro
>
> ---
>
> **From:** Michael Herman
> **Sent:** Tuesday, April 5, 2016 7:37 AM
> **To:** Earl Brown
> **Cc:** Kate Taylor; Socorro Herrera
> **Subject:** Re: Proposed new Graduate Certificate
>
> Dr. Brown and Dr. Herrera,
>
> I appreciate the letter from Dr. Herrera. However, the TEFL certificate proposal really needs to have a statement of support/acknowledgement from the head of the department, Dr. Goodson. In addition, it would be best if that statement was clear in regard to any overlap of this particular proposal and how it could be managed. The current letter is a bit vague on how "we can make this work".
>
> Thank you!
>
> Sincerely,
>
> Mike
>
> Michael Herman
> Associate Dean of the Graduate School
> 103 Fairchild Hall
> Kansas State University
> Manhattan, KS 66506
> Office (785) 532-6191
> Fax (785) 532-2983
> mherman@ksu.edu

On Apr 4, 2016, at 3:45 PM, Earl <ekbrown@ksu.edu> wrote:

Socorro,
Thank you very much for your response and support.

Mike and Kate,
Please find attached Dr. Herrera's response to MLANG's proposed grad certificate in TEFL. Please let me know if there is anything else.

Best,
Earl Brown

Earl K. Brown, PhD
Associate Professor of Spanish (Linguistics)
Director of Graduate Studies
Advisor, TEFL MA Program
Department of Modern Languages
Kansas State University
www-personal.ksu.edu/~ekbrown

_____
De: Socorro Herrera
Enviado: sábado, abril 02, 2016 5:46 PM
Para: Earl Brown
Asunto: Re: Proposed new Graduate Certificate

See attached response. Sorry for the delay.

Let's visit soon.

Socorro

_____
From: Earl Brown
Sent: Friday, April 1, 2016 10:57 AM
To: Socorro Herrera; F Goodson
Subject: Re: Proposed new Graduate Certificate

Thank you very much Socorro.

Earl

Earl K. Brown, PhD
Associate Professor of Spanish (Linguistics)
Director of Graduate Studies
Advisor, TEFL MA Program
Department of Modern Languages
Kansas State University
www-personal.ksu.edu/~ekbrown

_____
De: Socorro Herrera
Enviado: jueves, marzo 31, 2016 8:41 PM
Para: Earl Brown; F Goodson
Asunto: Re: Proposed new Graduate Certificate

Hello Earl,

I drafted a response, but have yet to send it. Let me set up an appointment with Dr. Goodson, share my thoughts and then get back to you by Monday.

Socorro

_____
From: Earl Brown
Sent: Thursday, March 31, 2016 7:27 PM
To: Socorro Herrera; F Goodson
Subject: RV: Proposed new Graduate Certificate

Hi Socorro,

I'm emailing to see if you've been able to write an endorsement about our graduate certificate proposal in TEFL. Please see the email conversation below between myself and Mike Herman in the Grad School.

Thanks,
Earl

Earl K. Brown, PhD
Associate Professor of Spanish (Linguistics)
Director of Graduate Studies
Advisor, TEFL MA Program
Department of Modern Languages
Kansas State University
www-personal.ksu.edu/~ekbrown

_____

De: Michael Herman
Enviado: jueves, marzo 31, 2016 1:23 PM
Para: Earl Brown
Cc: Kate Taylor
Asunto: Re: Proposed new Graduate Certificate

Earl,

We have not received anything from Dr. Herrera. Dr. Shanklin thinks that Dr. Goodson is the one that needs to provide the endorsement. This is part of developing the proposal, so you should be the one seeking those endorsements. I would make certain none of the faculty involved in the TESL for Adult Certificate have any issues with this certificate. It will be very important to demonstrate there is not overlap or duplication of your proposed certificate and the existing one.

It won't be possible to have the approvals work through the system to be ready for a Fall 2016 start date.

Mike

   On Mar 31, 2016, at 1:15 PM, Earl Brown <ekbrown@ksu.edu> wrote:

   Dr. Herman,

   When Dr. McGregor and I spoke with Socorro Herrera she mentioned that she would write a response/endorsement to our proposal. I assumed that she would/has sent it directly to the grad school, rather than to me. Have you not received her endorsement yet? Should I remind her or is this something that the Grad School would be better positioned to ask for?

   It is too optimistic to hope for a Fall 2016 start date, at this point?

   Thanks,
   Earl Brown

   Earl K. Brown, PhD
   Associate Professor of Spanish (Linguistics)
   Director of Graduate Studies
   Advisor, TEFL MA Program
   Department of Modern Languages
   Kansas State University
   www-personal.ksu.edu/~ekbrown

   _____

   De: Michael Herman
   Enviado: jueves, marzo 31, 2016 10:58 AM
   Para: Earl Brown
   Cc: Kate Taylor
   Asunto: Re: Proposed new Graduate Certificate

   Hi Earl,

   We need to make certain that the College of Education agrees that there is not a conflict with their current Teaching English as a Second Language
   for Adult Learners Certificate. You need to firm up the endorsements to include relevant Department Head(s). This might be Todd Goodson and/or David Thompson. Dr. Herrera should determine which is appropriate and obtain the necessary endorsements. This should be included in the proposal.

   Everything else seems to be in place. I anticipate that the Graduate Council Assessment and Review Committee will have questions about your assessment plan. There might be a concern about the assessment of using the entire MLANG 600 course (i.e. final exam) to asses SLO1. There might also be a question about the rubric used to evaluate the final project in MLANG 710 to assess SLO5.

   I'd be happy to look at it again if you'd like. The next steps would be to begin the course and curriculum approval process.   This would start with your department, then the college, etc. Once these approvals have occurred it will be taken up by Graduate Council.

   Thanks!

   Mike

On Mar 28, 2016, at 3:50 PM, Earl Brown <ekbrown@ksu.edu> wrote:

Kate and Dr. Herman,

Please find attached a PDF file with my department's graduate certificate proposal with the full assessment plan.

Please let me know if there are any missing parts at this point.

Best, Earl Brown

Earl K. Brown, PhD
Associate Professor of Spanish (Linguistics)
Director of Graduate Studies
Advisor, TEFL MA Program
Department of Modern Languages
Kansas State University
www-personal.ksu.edu/~ekbrown

_____
De: Kate Taylor
Enviado: martes, febrero 16, 2016 8:49 AM
Para: Earl Brown
Asunto: Proposed new Graduate Certificate

Dr. Brown-
Dr. Herman would like a pdf version of the whole proposal, to include any rubrics as well as the full Assessment of Student Learning plan (http://www.k-state.edu/grad/faculty/program-review/New%20Program%20Assessment%20Plan%204-6-15.pdf)

Thank you,

Kate A. Taylor
Administrative Specialist
Graduate School
103 Fairchild Hall
Kansas State Univiersity
785-532-7927
kat0807@ksu.edu

<Proposal_grad_cert_TEFL.pdf>

<Dr. Brown.docx>

Graduate School
Proposed Degree Program or Certificate: Graduate Certificate in Teaching English as
a Foreign Language
College: Arts and Sciences
Assessment of Student Learning Plan

A. <u>College, Department, and Date</u>
College: Arts and Sciences
Department: Modern Languages
Date: 23 March 2016

B. <u>Contact Person(s) for the Assessment Plan</u>
Earl Brown, PhD
Associate Professor of Spanish
ekbrown@ksu.edu

After Sp17 semester:
Mary Copple, PhD
Associate Professor of Spanish
mcopple@ksu.edu

C. <u>Name of Proposed Degree Program or Certificate</u>
Graduate Certificate in Teaching English as a Foreign Language

D. <u>Assessment of Student Learning Three-Year Plan</u>

   1. Student Learning Outcome(s)
      a. **List (or attach a list) all the student learning outcomes for the program.**
      Upon completion of the TEFL Graduate Certificate program:
      Knowledge
      Students will:
         SLO 1: Demonstrate knowledge of the ways in which English serves as a system of communication, as well as how it is similar to and different from other languages in the world.
         SLO 2: Distinguish characteristics of second language learning theories and their application to second language teaching.

      Skills
      Students will:
         SLO 3: Demonstrate knowledge of and apply foreign language pedagogical approaches with adult learners of foreign and second languages.
         SLO 4: Demonstrate proficient use of academic language in extended discourse, whether spoken or written, in English, regardless of first language of students.

Attitudes and Professional Conduct
Students will:

> ***SLO 5***: Exhibit an awareness of responsibilities (professional integrity, ethical behavior, ability to work with diverse groups of peoples) and engage in professional conduct towards constituent groups which may include students, faculty, staff, or the public.

b. **Indicate at least three outcomes on the above list that will be assessed by the first mid-cycle review.**

SLO 2: Distinguish characteristics of second language learning theories and their application to second language teaching.
SLO 3: Demonstrate knowledge of and apply foreign language pedagogical approaches with adult learners of foreign and second languages.
SLO 4: Demonstrate proficient use of academic language in extended discourse, whether spoken or written, in English, regardless of first language of students.

Specify the rationale for selecting these learning outcomes:
Theories that attempt to describe the process that second and foreign language learners go through is a foundational element of this proposed graduate certificate program. Closely related is the knowledge of techniques that instructors of second and foreign languages need in the classroom. Finally, possessing an ability to use academic language is necessary for English instructors to be successful. For these reasons, SLOs 2, 3, and 4 will be assessed first.

Relationship to K-State Graduate Student Outcomes:

SLO/Required Courses/experiences	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)
Degree program SLOs	MLANG 600	MLANG 710	MLANG 770	MLANG 803, 804
SLO 1	XA			
SLO 2			XA	XA
SLO 3		X		XA
SLO 4	XA	X	X	X
SLO 5		XA		
University SLOs (Graduate Programs)				
Knowledge	XA	X	XA	XA
Skills	XA	X	XA	XA
Attitudes and Professional Conduct		XA		

2. Assessment Strategies
a. Direct Measures

SL0 2 will be assessed in the midterm and final exams of MLANG 770 as well as in the final portfolios of MLANG 803 and MLANG 804. The exams represent a reliable measure of students' knowledge of second language acquisition theories while the portfolios demonstrate how students might apply those theories in the classroom. The exams are attached below in Appendix B.

Based on the artefacts mentioned above, each instructor in MLANG 770, MLANG 803 and MLANG 804 will use the following rubric to report the number of graduate certificate students who follow into each level of proficiency within SLO 2.

	Exemplary	Proficient	Acceptable	Unacceptable
SLO 2: Distinguish characteristics of second language learning theories and their application to second language teaching.	Students demonstrate a high degree of understanding of characteristics of each second language learning theory, can clearly explicate the similarities and differences of different strands of theories, choose and apply appropriate theories to teaching practice.	Students demonstrate understanding of characteristics of each second language learning theory, can explicate the similarities and differences of different strands of theories, and apply the theories to teaching practice.	Students demonstrate a moderate degree of understanding of characteristics of each second language learning theory, can explicate the similarities and differences between some learning theories, and apply some theories to teaching practice.	Students demonstrate a low degree of understanding of characteristics of each second language learning theory, cannot explicate the similarities and differences of different strands of learning theories, nor can they apply the theories to teaching practice.

SLO 3 will be assessed during the micro-teach demonstrations students make in class as well as during the 15-minute lessons students give several times the semester in an English Language Program class.

Based on the teaching presentations mentioned above, the instructor(s) in MLANG 803 and MLANG 804 (as of the last 8 or more years, the same instructor has taught both these courses) will use the following rubric to

report the number of graduate certificate students falling into each of the proficiency levels within SLO 3:

	Exemplary	Proficient	Acceptable	Unacceptable
SLO 3: Demonstrate knowledge of and apply foreign language pedagogical approaches with adult learners of foreign and second languages.	Students demonstrate an outstanding degree of understanding of current pedagogical and adult learning theories and approaches; confirm mastery of their aptitude through analysis and application of learning theories and approaches to and in a classroom setting.	Students demonstrate an overall understanding of current pedagogical and adult learning theories and approaches; confirm competence of their aptitude through analysis and application of learning theories and approaches to and in a classroom setting.	Students demonstrate a moderate degree of understanding of current pedagogical and adult learning theories and approaches; able to confirm some aptitude through analysis and application of learning theories and approaches to and in a classroom setting.	Students demonstrate a low degree of understanding of current pedagogical and adult learning theories and approaches; unable to confirm their aptitude through analysis and application of learning theories and approaches to and in a classroom setting.

SLO 4 will be assessed in the final written paper and accompanying conference-style oral presentation during the last week of MLANG 600. The rubric used to assess student performance during the oral presentation is attached in Appendix B.

Based on the above-mentioned artefacts, the instructor of MLANG 600 will use the following rubric to report the number of graduate certificate students falling into each level of proficiency:

	Exemplary	Proficient	Acceptable	Unacceptable
SLO 4: Demonstrate proficient use of academic language in	Students show a native or native-like management of the English	Students show an advanced management of the English language, both	Students can communicate in the English language, both orally and in	Students communicate with difficulty in the English language, both orally and in

extended discourse, whether spoken or written, in English, regardless of first language of students.	language, both orally and in written contexts. Additionally, their production reflects a wide and sophisticated scholarly lexicon related to language acquisition and instruction.	orally and in written contexts. In addition, their production reflects an overall high knowledge of scholarly lexicon related to language acquisition and instruction.	written contexts, although with a few errors that reflect interference of their first language (if not English). They use a moderate degree of scholarly lexicon.	written contexts. Their communications are highly obscured by inaccuracies caused by the interference of their first language (if not English). In addition, their scholarly lexicon is very limited.

It should be noted the level of proficiency on each of these three rubrics that will be considered acceptable by the TEFL Advisory Committee is "Acceptable" or better. Further, it should be noted that all the instructors of these courses (MLANG 600, 770, 803, 804) are on the TEFL Advisory Committee.

b. **Indirect Measures**
At this time, no indirect measures figure into the assessment of these first three SLOs, rather, only direct measures of student work and performance, as noted above.

c. **Number of students included in the assessment**
As the number of students in the proposed graduate certificate is expected to be small, all student work and performance will be assessed for this program.

d. **Timetable**
The data to assess the level of proficiency of the students in each SLO will be collected each semester for the first three years. As the data comes from assignments and assessments in specific courses, the data will be collected at the times during each semester in which those specific assignments are due and when the assessments are administered. The professors of the various courses will collect the data and enter the score on each assignment or assessment in a password-protected private Google spreadsheet that the TEFL Advisor will have access to.

3. **Results and Review of Student Learning Outcomes and Assessment Strategies**
   a. Describe the process the faculty will follow to review the results of assessment data.

After each semester, the TEFL Advisor will prepare a summary of the results of the previous semester's data collection efforts and present these results to the TEFL Committee during its semesterly meeting. Recommendations for remedying any deficiencies in level of proficiency of the SLOs proposed to be reviewed will be discussed and recommendations will be shared with the instructors of the courses in which there are deficiencies in a particular SLO. It should be noted that all of the instructors for the five courses in which the SLOs are taught and assessed are also members of the TEFL Committee.

b. Describe any other program improvement procedures that will be followed (e.g. formative assessments of delivery method, corporate or employer surveys).

NA

Appendix A: Alignment Matrix
Pasted above in Section D.1.b.

Appendix B: Rubrics, Surveys, Other documentation
Attached below.

Name: _____   _____ / 75 pts
MLANG 770
Theories of SLA
Midterm exam

Instructions:
There are three sections in this exam. Students will have one class period (75 minutes) to complete the
exam. Suggested time allocation: Section 1 = 10 minutes, Section 2 = 40 minutes, Section 3 = 25
minutes.

Section 1: Key terms (10 pts)
Match the term in column A with its corresponding description in Column B. Four (4) options in
Column B will **not** be used.

A	**B**
_____ 1. competence	A. a learner's need for conscious attention to a form
_____ 2. controlled processing	B. a speaker's linguistic production
_____ 3. intake	C. a speaker's underlying knowledge of linguistic system
_____ 4. language faculty	D. a theory that models the developmental process of the language system
_____ 5. modularity	E. a theory that models the nature of the language system
_____ 6. nurture	F. an innate language module in the brain
_____ 7. parameters	G. information that a learner actually processes from available input
_____ 8. poverty-of-the-stimulus	H. language-specific values assigned to universal structural elements
_____ 9. property theory	I. the idea that environmental input is insufficient to explain acquisition of language system
_____ 10. transfer	J. the idea that L1 structures and routines influence L2 performance
	K. the idea that the brain has distinctive mechanisms related to different types of knowledge
	L. the view that humans have an innate predisposition to learn language
	M. the view that language learning is driven by environmental factors
	N. universal structural elements that control the shape of human languages

Section 2: Observations on language learning (40 pts)
Choose **two** (2) of the following three observations about language learning, and **briefly** describe how the listed approaches account for (i.e. explain) or do **not** account for the observation. Write your responses on a separate piece of paper, clearly identifying each response.

Observation 1: *When learning their L1, children produce forms and utterances that they have never heard before.*

- Behaviorism
- Universal Grammar
- Connectionism

Observation 2: *Although learners have been taught or have been exposed to particular forms, they may not use them correctly in their own production.*

- Skill Acquisition Theory
- Processability Theory
- Exemplar Theory

Observation 3: *Some features of a language are more difficult (i.e. take longer) for L2 learners to acquire.*

- Contrastive Analysis
- Competition Model
- Error Analysis

Section 3: Essay (25 pts)
Choose **one** (1) of the following three essays and write a well-argued response. Students should keep the time limitations in mind and hit the most crucial points. It is not expected that students write everything they know, but rather the points that most clearly support their argument. Write your essay on a separate piece of paper.

Essay 1: Some researchers argue that the language-learning process is essentially the process of recognizing patterns in input and organizing and assigning meaning to those patterns. What theories are **most** useful in accounting for this perspective (and why)? What theories are **least** useful in accounting for this perspective?

Essay 2: What is interlanguage? What theories explain how it evolves (both internally and externally)? What types of internal and external changes may occur in interlanguage development?

Essay 3: How are systematicity and variability connected to creativity and routine? In your opinion, what theory most clearly accounts for these four characteristics of language use? How does that theory explain these four concepts?

MLANG 770
Theories of SLA
Final exam

Instructions:
There are three sections in this exam. Students will have one hour and fifty minutes to complete the exam. Suggested time allocation: Section 1 = 15 minutes, Section 2 = 45 minutes, Section 3 = 40 minutes, review answers = 10 minutes.

Section 1: Key terms (10 pts)
Match the term in column A with its corresponding description in Column B. Four options in Column B will **not** be used.

A	B
_____ 1. perceptual saliency	A. an area of potential development where a learner can only achieve his potential with the help of an expert
_____ 2. scaffolding	B. verbal guidance provided by an expert to a learner that allows the learner to express more complex thoughts than he could do alone
_____ 3. private speech	C. complete withdrawal from second language interaction and a re-assertion of first language identity
_____ 4. foreigner talk	D. correction of a non-native L2 utterance
_____ 5. negative evidence	E. guided behavior via collaborative talk, typical of children
_____ 6. interpersonal competence	F. self-talk primarily used by adults to regulate behavior, emotions, and thoughts
_____ 7. self-regulation	G. the part of a person's identity that results from his membership in a social group
_____ 8. inner speech	H. self-talk often used by children to experiment with language and rehearse social situations
_____ 9. appropriation	I. speech characterized by terms that describe language itself
_____ 10. social identity	J. speech characterized by slower rate, stressed key words, louder volume, and careful articulation
	K. term used to describe the adoption of knowledge into one's consciousness, generally involving a shift from inter-mental to intra-mental activity
	L. the idea that learning of a linguistic feature occurs as that particular feature becomes accessible in input (i.e. convertible to intake) to the learner.
	M. knowledge required in order to use L2 in face-to-face communicative settings
	N. autonomous functioning characteristic of mature adults

Section 2: Observations on language learning (40 pts)
Choose **two** of the following three observations about language learning, and **briefly** describe how the listed approaches account for (i.e. explain) or do **not** account for the observation. Students should write their responses on a separate piece of paper, clearly identifying each response.

Observation 1: *Language features (e.g. past tense) tend to develop in stages in L2 learners' speech.*
- Universal Grammar
- Skill Acquisition Theory
- A meaning-based (or functionalist) approach

Observation 2: *People tend to speak in a similar fashion to those around them.*
- Socioculturalism
- Sociolinguistics
- Exemplar Theory

Observation 3: *Most L2 learners do not achieve native-like proficiency while all L1 learners do.*
- Connectionism
- Universal Grammar
- Interactionism

Section 3: Essay (25 pts)
Choose **one** of the following three essays and write a well-argued response.
Hint: Students should keep the time limitations in mind and hit the most crucial points. It is not expected that students write everything they know, but rather the points that most clearly support their argument. Students should write their essay on a separate piece of paper.

Essay 1: Learner language is studied using many types of data (think of the research that you read for your research proposal, the research shared by your classmates in their presentations and the studies we have discussed in class). Choose three data collection methods and discuss the benefits and limitations of each method.

Essay 2: One focus of linguistic research is language <u>use</u> (by both learners and native speakers). What are important aspects of natural language use (both structural and interactional features) and why is it important to study language use? How does this research help us <u>as researchers</u> understand the SLL process?

Essay 3: Second Language Learning (SLL) is multi-faceted and no one theory represents every part of the process. Yet complementary theories exist that could, if combined, explain the following primary aspects of the SLL process:
   a. Representation of language in the brain
   b. Input processing
   c. Interaction and social context

Select the theories that you find most convincing (and that are complementary) and discuss how together they explain the three points above.

MA TEF/L Practicum: MLANG 803/ 804   Peer Teaching Rubric
Dr. Abby Franchitti

Name_____**Date**_____**Skill**_____**Level**____

	Outstanding	Professional	Adequate	Needs improvement	Ineffective	Comments
Organization	_ Instructor has a specific visible objective _ Instructor paces sequence(activity) well _ Timing of activity[(ies) is effective.	_ Instructor has a clear objective _ Instructor paces sequence _Timing of activity[(ies] generally effective.	_ Instructor has an unarticulated objective _ Instructor shows some effort in pacing sequence _Timing of activity[(ies] somewhat effective.	_ Instructor's objective is neither specific nor visible _ Instructor's pacing of sequence is uncertain _Timing of activity[(ies] is often ineffective.	_ Instructor has no specific or visible objective _ Instructor does not pace sequence well _Timing of activity[(ies] is ineffective	
Planning	_ Instructor has an obvious plan _ Activity meets all targeted class objectives _ Activity is very well adapted to level of class _ Instructor clearly relates activity to current lesson and/or to previously learned material	_ Instructor has a plan _ Activity meets most of the targeted objectives _ Activity is adapted to level of class _ Instructor relates activity to current lesson and/or to previously learned material	_ Instructor has a partial plan _ Activity meets some of the targeted objectives _ Activity is adapted to level of class to a certain degree _ Instructor relates activity to a certain degree to current lesson and/or to previously learned material	_ Instructor's plan is unclear or incomplete _ Activity meets part of the objectives _ Activity is not quite adapted to level of class _ Instructor's choice of activity is not quite related to current lesson and/or to previously learned material.	_ Instructor has no plan _ Activity has not met or targeted the objectives _ Activity is not adapted to level of class _ Instructor does not relate activity to current lesson and/or to previously learned material	
Teacher/Partici pant Interaction	_ Instructor offers an ample variety of interaction opportunities (small group, whole class, etc Participants: _-had ample opportunity to speak _-were always called on in a varied manner _Communication patterns were varied and well thought through _Responses to errors are always appropriate	_ Instructor offers a variety of communication/ interaction types (small group, whole class, etc.) Participants: _-had frequent opportunity to speak _-were usually called on in a varied manner _Communication patterns were often varied _Responses to errors are appropriate	_ Instructor offers some opportunities for different types of interaction (small group, whole class, etc.) Participants: _-had occasional opportunities to speak _-were sometimes called on in a varied manner _Communication patterns were varied to some degree _Responses to errors are sometimes appropriate	_ Instructor offers limited opportunities for communication /interaction (small group, whole class, etc.) Participants: _-had rare opportunities to speak _-were seldom called on in a varied manner _Communication patterns were rarely varied _Responses to errors are rarely appropriate	_ Instructor does not employ various types (small group, whole class, etc.) Participants: _-had almost no opportunity to speak _-were not called on in a varied manner _Communication patterns were not varied _Responses to errors are not appropriate	

	Outstanding	Professional	Adequate	Needs improvement	Ineffective	Comments
Use of English	_ Instructor models authentic language use (contextualized and natural) _ Instructor uses appropriate language (Register; level ..)	_ Instructor models authentic language use (not all is contextualized and natural) _ Instructor uses appropriate language most of the time (Register; level ..)	_ Instructor models somewhat authentic language use (sometimes contextualized and natural) _ Instructor uses appropriate language part of the time(Register; level ..)	_ Instructor rarely models authentic language (rarely contextualized or natural) _ Instructor rarely uses appropriate language (Register; level ..)	_ Instructor does not model authentic language or language is not contextualized or natural _ Instructor does not use appropriate language (Register; level ..)	
Clarity of explanation	_ Introduces activity effectively and innovatively _ Instructor continually models vocabulary/structures to be studied	_ Introduces activity appropriately _ Instructor often models vocabulary/structures to be studied	_ Introduces activity somewhat appropriately _ Instructor sometimes models vocabulary/structures to be studied	_ Introduces activity _ Instructor rarely models vocabulary/structures to be studied	_ Does not introduce activity _ Instructor never models vocabulary/structures to be studied	
Non-verbal communication:	_ Eye contact _ Voice level	_ Eye contact _ Voice level	_ Eye contact _ Voice level	_ Eye contact _ Voice level	_ Eye contact _ Voice level	_____ _____ Total: _____

Description of Activity:

Portfolio: Name_____   **score**_____**/25**

Category	5	4	3-2	1
Choice of contents when appropriate ____/	The collection of material shows visible understanding of conceptual framework.	The collection of material shows some understanding of conceptual framework.	The collection of material shows little visible understanding of conceptual framework.	The collection of material shows no visible understanding of conceptual framework.
Required Components Each element contained is thoroughly developed and explained. ____/	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Presentation/Organization: ____/	The presentation is done in a very logical pedagogical fashion with overall description of pertinence and contextualization.	The presentation is done in a rather logical pedagogical fashion with a description of pertinence and contextualization.	The presentation is done in a somewhat logical pedagogical fashion with some description of pertinence and contextualization.	The presentation is not done in a logical pedagogical fashion. There is little, if any, description of pertinence and contextualization.
Professional terminology: ____/	The appropriate terminology and professional vocabulary is used throughout	The appropriate terminology and professional vocabulary is often used.	The appropriate terminology and professional vocabulary is sometimes used.	The appropriate terminology and professional vocabulary is rarely used.

Journal : . _____/(2)	The entries are made on a regular basis. The entries contain analyses and summaries of readings and discussions. The writing shows professional engagement.	The entries are made on a fairly regular basis. The entries contain some analyses and summaries of material read and discussed. The writing shows some professional engagement.	The entries are made on an irregular basis. The entries contain little analyses and few summaries of material read and discussed. The writing shows limited professional engagement.	The entries are rarely made. The entries contain no analyses and few summaries of material read and discussed. The writing shows no professional engagement.
Reflection paper: See specific rubric				

Grading scale:

22 – 25 = A

18 – 21 = B

14 – 17 = C

< 13 = D

Comments:

Portfolio: Name _____

MLANG 600 – Presentations Assessment Rubric

Name: Group:

Group Performance

Quality of abstract (Final Draft) (5)

Organization and selection of materials (7)

Preparation (incl. practice) (5)

Individual Performance

Time Management (5)

Clarity of Expression (8)

Level of Involvement with Audience (5)

MLANG 600 – Literature Review

Group:	Exemplary	Proficient	Acceptable	Unacceptable
Introduction of problem/thesis	Problem/thesis formed through the lit review is clearly stated.	Problem/thesis formed through the lit review.	Problem/thesis not made explicitly clear in lit review.	Problem/thesis not formed and not apparent in lit review.
Organization	Well organized, demonstrates logical sequencing and structure. Excellent use of transitions.	Well organized, demonstrates mostly logical sequencing and structure. Includes transitions.	Weakly organized, with no logical sequencing or structure. Few transitions.	No organization, sequencing, or structure. No transitions.
Writing Style	Writing is crisp, clear, and succinct. Meaning is explicit due to the inclusion of many concrete examples.	Writing is generally clear. Some concrete examples used. Paragraph or sentence structure may be repetitive.	Writing is somewhat clear, but unnecessary words are used. Few concrete examples used. Paragraph/sentence structure repetitive.	Writing is unclear. No concrete examples used.
Conclusions/Reflections	Succinct/precise conclusions based on the review made. Problem/thesis strongly supported. Reflections are detailed and appropriately linked to results.	Conclusions made based on the review. Problem/thesis supported. Reflections are appropriately linked to results, but lacking in some detail.	Some conclusions based on the review made. Problem/thesis only weakly supported. Reflections are linked to results somewhat.	Conclusions are not made. Problem/thesis not supported. Reflections not linked to results.
Reference List	Information is cited appropriately using APA format.	Information is cited using APA format, but with a few errors.	Information is cited with many errors, or list is incomplete	Information is not cited or not included.

Master of Science in Athletic Training

<div align="center">

NEW PROGRAM PROPOSAL
Master of Science in Athletic Training
BASIC PROGRAM INFORMATION

</div>

1. Proposing Institution: Kansas State University
2. Title of Proposed Program: Athletic Training
3. Degree to be offered: Master of Science in Athletic Training
4. Anticipated Date of Implementation: August 2020
5. Responsible Units: College of Human Ecology, Department of Food, Nutrition, Dietetics, and Health
6. Classification of Instruction Program (CIP) Code: 51.0913

<div align="center">

PROGRAM PROPOSAL NARRATIVE

</div>

1. Centrality to Mission
PROGRAM JUSTIFICATION
Given the current state of higher education and healthcare the change from a Bachelor of Science in Athletic Training Professional Program to a Master of Science in Athletic Training Professional Program is not only inevitable, but is necessary for the continued growth of the future clinicians graduating from Kansas State University. Furthermore, on May 20th, 2015 the Athletic Training Strategic Alliance (Board of Certification, Commission on Accreditation of Athletic Training Education, National Athletic Trainers Association, and The National Athletic Trainers Association Foundation) announced that the entry-level Professional Degree that has been offered at the Bachelor's degree level must transition to the Master of Science degree level prior to the fall term of 2022. (Board of Certification http://www.bocatc.org/news-publication/media-room/11-boc-news/443-official-statement-regarding-professional-degree-change). The Kansas State University Athletic Training Program has a responsibility to ensure and require an educational framework that prepares students to be successful athletic trainers. Professional education must provide the foundation that allows clinicians to adapt to the changing face of healthcare. They must also be positioned as a healthcare provider who significantly improves the health and well-being of their patients and have meaningful, purposeful career paths.

Currently, there are 0 CAATE Accredited Master level Athletic Training Programs in the State of Kansas. There are 14 CAATE accredited Bachelor degree programs in the State of Kansas, one is voluntarily withdrawing its accreditation (Kansas Wesleyan University), and three are on Academic Probation with CAATE (Benedictine College, Mid-America Nazarene University, and Tabor College) http://caate.net/search-for-accredited-program/ . It is anticipated that there will be continued attrition of the 10 remaining Kansas professional programs still in good standing with CAATE, as well as attrition of other institutions from bordering states that are unable or are unwilling to transition their existing AT Programs from the Bachelor level professional degree to the Master level professional Degree. Specifically, of the 10 Kansas CAATE accredited AT Programs in good standing with CAATE, only five institutions have program directors and or clinical coordinators with a terminal degree. Of these 5 programs Kansas State University has the largest reported number of students graduating from their program [Kansas State University 70 (22, 24, 24), Bethany- unknown, Fort Hays State University 16 (Unknown), University of Kansas 39(9, 15, 15) and Wichita State University- 10 (4,5,1)]. Of the remaining schools the number of reported graduates from the program are: Bethel 8 (2,4,2), Emporia State University-13 (4,6,3), Southwestern College- 5 (2,2,1), Sterling College-20 (6,9,5), and Washburn- 21 (6,8,7).   (Data as of 4/26/16)

The primary goal of the proposed degree is to continue to provide the highest level of didactic and clinical education for the Athletic Training Students at Kansas State University preparing them for the Board of Certification Exam and providing them with the knowledge and skills necessary to be successful healthcare providers in a variety of settings in the state of Kansas and across the nation. An ancillary goal of the proposed degree change is to continue as a CAATE accredited Athletic Training Program and prepare to meet the Athletic Training Strategic Alliance mandated substantive change from the current Bachelor's Degree program.

Is the Program Central to the Mission of the Institution?
The mission of Kansas State University is to foster excellent teaching, research, and service as well as to develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve. As a comprehensive, research, land-grant institution, Kansas State University dedicates itself to developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, businesses, education, and government.

The mission of Kansas State University's College of Human Ecology is to discover, disseminate and apply knowledge to meet basic human needs and improve the human condition. This knowledge advances professions, human services, public policy, business and industry.

The mission of the proposed M.S. in Athletic Training is to be nationally recognized in preparing students for employment in professional level athletic training positions in a variety of clinical settings. Providing each student with foundational knowledge, concepts, and skills of a certified athletic trainer as determined by the Athletic Training governing bodies: Board of Certification, Commission on Accrediting Athletic Training Education (CAATE), and the Educational Council.

In particular, the proposed M.S. in Athletic Training is consistent with the thematic goals of K-State 2025:

Theme 1: Research, Scholarly and Creative Activities, and Discovery
Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole.
Evidence Based Practice is currently required for all CAATE Accredited Programs. In concert with the transition to a MS degree, CAATE will also be revising and adding additional curriculum standards that each program will be required to meet including research, inter-professional experiences, new clinical skills including: IV insertion, phlebotomy, suturing, casting, dry needling, radiology and ultrasound sonography.

Theme 2: Undergraduate Educational Experience
Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.
The proposed program includes a 5 year MS degree program that has 3 years of undergraduate curriculum to foundationally prepare students for the graduate portion of the program. This program will engage the students from the moment they step on campus to help prepare them for successful professional pursuits.

Theme 3: Graduate Scholarly Experience
Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.
The proposed program will essentially be an advanced model of the existing undergraduate Athletic Training Program. The current undergraduate program has a storied history of attracting highly talented students from diverse backgrounds that graduated Kansas State University to become very respected in their chosen professions. Athletic trainers in all levels of High School, college, university, and professional sports as well as AT's that have paved the way for future areas such as the industrial and military settings. The purpose of this program is to continue to advance this tradition of excellence and innovation by integrating research opportunities for the students to apply in clinical application to patients in the variety of settings in the community, state, and nation.

Theme 4: Engagement, Extension, Outreach, and Service
Be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement.
The proposed program will continue its community engagement through service and will seek out research

opportunities that will provide evidence and data that can be shared with the state of Kansas. The students will be directly involved in clinical and research experiences at Kansas State University, the local community, the state of Kansas and across the United States.

Theme 5: Faculty and Staff

Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

The proposed program will have three tenure track faculty members and one full time instructor effective August 2017. The number of dedicated faculty will promote research and the use of evidence based practice in the education and clinical instruction of its students. The programs mission is to nationally recognized for preparing students as future professionals that will be prepared to work in a variety of new and innovative employment settings.

Theme 6: Facilities and Infrastructure

Provide facilities and infrastructure that meet our evolving needs at a competitive level with our benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

The Athletic Training Program will soon be housed in the Lafene Health Center on the Kansas State University's Manhattan Campus. This facility provides a geographical advantage for the faculty, staff, and students to increase research collaboration and provide the ability to integrate different medical disciplines into the clinical and didactic curriculum under one roof. This strategic location will provide space for research laboratories, classrooms, faculty offices, and have sufficient space for future growth of the program, as well as the potential for students to develop important interprofessional relationships.

Theme 7: Athletics

Strengthen the interconnectivity between intercollegiate athletics and the campus community that prepares our student-athletes for success in school, in sport, and after graduation and benefits our university, community, and state.

The proposed program will continue the well-established relationship with the Kansas State University Athletic Department. This continued relationship is based upon a reciprocity of providing opportunities for the students in the program while affording the Athletic Departments staff support needed to provide the increased quality of health care that has been afforded the student athletes throughout this relationship.

2. Student Demand

An analysis of the 2014-2015 academic year annual reports showed there were 335 undergraduate programs, 39 master's degree programs, one degree change pending, and 13 were in the process of changing their degree level. This same analysis showed there were 13,742 students across all levels of accredited programs with 3770 students graduating during the 2014-15 academic year(CAATE, 2016a). These data show an increase in number of graduates and master's degree programs and a reduction in the number of undergraduate programs compared to the 2013-2014 CAATE report (CAATE, 2015). According to the CAATE, there will be a continued attrition of professional programs across the United States in the coming years (CAATE, 2016a). These changes may occur at institutions that do not support master's degrees and that are not able to support the associated increase of faculty support from 2 FTE to 3 FTE dedicated to the Athletic Training Program.

Currently, the CAATE is reporting there are 331 Undergraduate Professional Programs (4 seeking new accreditation, 11 pending a degree change to MS Degree, 96 on Probation, 10 voluntarily withdrawing their accreditation, and 210 in good standing) and 59 Master's Degree Professional Programs (8 seeking accreditation, 1 on Probation, 50 in good standing) (CAATE, 2016b). These data indicate a continued trend with decreased numbers of undergraduate programs, and increased numbers in master's degree programs. Based on previous data (CAATE, 2015, 2016a) the number of students enrolling in and graduating from professional programs will remain at the same level in the

future. To summarize, it is expected that the demand for admission to accredited programs will increase with a decrease in the supply of professional programs both in Kansas and across the United States.

3. Demands for Graduates.

The bureau of Labor Statistics estimates that Athletic Training Employment will increase 21% from 2014 to 2024 nationwide(Bureau of Labor Statistics, 2016). According to the National Athletic Trainers' Association Career Center there are 564 position vacancies currently available across the United States(Association, 2016).

4. Locational and Comparative Advantages

Currently, there are no other professional master's degree programs in Kansas Board of Regents System (CAATE, 2016b). Below provides a regional comparison of master's degree programs from institutions in bordering states.

University or College	Total Hours	Estimated Total Tuition	Admission Criteria
University of Nebraska Omaha	44	Nebraska Resident $13,816 + Fees Non-Resident $30,668 + Fees	1. Minimum college/university cumulative grade point average (GPA) of 3.0. (2.7 to 2.9 can apply and allowed provisional admission) 2. Minimum Cumulative GRE Score 287 (Verbal + Quantitative 3. Receive grades of "B" or higher in pre-requisite courses. "C" is considered a deficiency. 4. Minimum of 25 hours of observation supervised by a BOC certified athletic trainer.
Oklahoma State University	53	Oklahoma Resident $10,388 + Fees Non-Resident $41,644 + Fees	1. Minimum college/university cumulative grade point average (GPA) of 3.0. 2. GRE N/A 3. Receive grades of "B" or higher in pre-requisite courses. 4. Minimum of 50 hours of observation supervised by a BOC certified athletic trainer. 5. ***Criminal Background Check***

Arkansas	59-61	Arkansas Resident $23,596-$24,796 + Fees Non-Resident $58,263-$61,225 + Fees	1. Minimum college/university cumulative grade point average (GPA) of 3.0. OR an overall undergraduate grade point average between a 2.7 and a 2.99 and a 3.00 on the last 60 credit hours (excluding student teaching) OR if the last 60 hours are not over a 3.00 GPA, a GRE score of 297 on the verbal and quantitative parts of the test 2. GRE score of 297 on the verbal and quantitative parts of the test if the last 60 undergraduate hours are not over a 3.00 GPA 3. Receive grades of "C" or higher in professional and supporting courses that have been completed (at KSU or transfer institution) 4. Minimum of 150 hours of observation supervised by a BOC certified athletic trainer.
Kansas State University	51	Kansas Resident $20,182-$20,900 + Fees Non-Resident $45,527-$47,245 + Fees	1. Admission into the Graduate School 2. Minimum GPA of 3.25 for the 5 Year Program admission or a college/university cumulative GPA of 3.0 at KSU or University Equivalent for the post-bachelorette admission option. 3. GRE Scores required for post-bachelorette candiditates 4. Receive grades of "B" or higher in professional and supporting courses that have been completed (at KSU or transfer institution) 5. Minimum of 75 hours of observation supervised by a BOC certified athletic trainer. 6. Completion of KSU's or transfer equivalent of Gen Psychology PSYCH 110, STAT 325, BIOL198, Care and Prevention FNDH 320, Human Nutrition FNDH 400, General Physics I with lab PHYS113, Chemistry I with lab CHEM210, Biomechanics KIN 330, Exercise Physiology KIN 335, 8 Hours of Human Anatomy and Lab and Human Physiology and Lab Human Anatomy and Lab BIOL 340 or Human Physiology and Lab KIN 360. 7. Pass a physical examination by a physician that meets the technical standards of the accreditation program. 8. Current American Heart Association Basic Life Support or American Red Cross CPR and AED Certification for the Professional Rescuer 9. Evidence of Immunizations 10. Evidence of TB screening test 11. Official Copy of Transcripts

U of Arkansas Cost calculator http://treasurernet.uark.edu/Estimator.aspx
OSU Tulsa http://www.healthsciences.okstate.edu/at/costs.php

UNO http://www.unomaha.edu/accounting-services/cashiering-and-student-accounts/tuition-fees-and-refunds/index
Kansas State University http://www.k-state.edu/sfa/costofattendance/gtc.html

The Kansas State University undergraduate Athletic Training Program in the Department of Food, Nutrition, Dietetics, and Health has a rich history of preparing students for successful careers as Athletic Trainers in the work force. The program has been accredited and in good standing with the CAATE since 2004 and has approximately 20 graduates per year. The program is well established with the medical community with preceptors located at clinics, high schools, and physician offices in Manhattan, Riley, Council Grove, and Ft. Riley respectively. The transition of the current program to the proposed master's degree program will meet the requirements for the CAATE mandated changes and will allow Kansas State University to continue the tradition of developing well prepared, quality athletic trainers to service the needs in Kansas and across the United States.

The proposed program will have 2 admission paths; a 5 year degree admission and a post-bachelorette admission. Once admitted into the proposed master's degree, the students would be placed into one cohort. The current undergraduate program would stop admitting pre-enrollment students in the fall of 2017 and the last undergraduate athletic training cohort would start the fall of 2018 and would be scheduled for graduation spring 2021. To encourage continued undergraduate enrollment in the College of Human Ecology and Department of Food, Nutrition, Dietetics and Health undergraduate students interested in pursuing athletic training will be advised to enroll in the Nutrition and Health Degree program. This program is designed to fulfill the pre-requisite requirements for application to the Athletic Training Program. This design allows students who are not admitted into the professional phase of the Athletic Training Program to continue in the Nutrition and Health Bachelors of Science degree. It also allows students who elect to withdraw or are not able to continue the MS in Athletic Training Program to reenroll in the Nutrition and Health Bachelors of Science degree. Students that are admitted into the Athletic Training Program will transition to the graduate level and the professional phase of the program in the summer following their third year. Overall, the degree change to the MS in Athletic Training will satisfy the CAATE mandated change for accredited athletic training programs to move to the master degree level. Further, this transition will answer the call of current and future demand by students wanting to pursue athletic training as a career.

5. Student Characteristics
Students entering the proposed program will be from a variety of academic backgrounds that have a healthcare focus and who want to become a Certified Athletic Trainer. Students will recruited for admission to the 5 year and post bachelorette admission process. Students wishing to apply for the Athletic Training Professional Program will be required to complete an application (see attached) with proof of the following information. Students who meet the minimum criteria for admission to the MS AT professional program will be required to complete an on-campus interview.

Curriculum of the Proposed Program
Description of the more important academic objectives
The curriculum for the proposed program will provide theoretical and clinical experience in the 5 professional practice domains of Athletic Training: Injury/Illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being.

Range of skills and knowledge future graduates will possess
Graduates will use research, innovative methods, and evidence based healthcare practices with their patients in a variety of employment settings such as secondary schools, colleges and universities, hospitals, clinics, industry, military, and the performing arts. Graduates will utilize a variety of techniques and skills integrated in the program for patient care that fall within their scope of practice in the domains of Athletic Training: Injury/Illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being. Each student will be able to provide

patient care for conditions such as emergent, preventive, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions.

Required internships and practica
Students will be required to complete six clinical experiences associated with the required practicum courses. Each student will be afforded a variety of clinical experiences in inter-professional settings that provide patient care for patients throughout the lifespan, different sexes, different socioeconomic statuses, varying levels of athletic activity (competitive, recreational, individual, team, high and low intensity and non-sport populations including the military, performing arts, industrial and leisure patients). Each student will be required to complete one immersive clinical experience that provides a full-time day-to-day totality of patient care in that setting.

Program Faculty
1. Qualifications
Fifteen graduate faculty in the department of Food, Nutrition, Dietetics, and Health have been identified to support the proposed program with 6.15 FTE's for the program. These positions will be graduate faculty positions, one will start August 2017, and the clinical coordinator position will transition from the undergraduate program to this graduate program by August 2020.
Four of the graduate faculty will be considered core faculty. The core faculty will have the following credentials: terminal degree, certified Athletic Trainer, and Licensed Athletic Trainer. The core faculty will not have teaching responsibility outside of the program. The Clinical Coordinator/ Instructor position is a supported instructor line that is required by The CAATE to meet their accreditation standard for administration of the Athletic Training Program. Currently, this position is filled by Morgan Rakestraw, who is pursuing her terminal degree so that she meets the minimum requirements allowing her to continue in this position. If she is unable to serve in this position, a new faculty member will be hired to replace her prior to the start of the proposed MS in Athletic Training Degree in August 2020. The search for the August 2017 faculty position has been completed and a formal offer will be extended prior to May 1, 2017. Eleven supporting faculty (10 FNDH Faculty and 1 Co-Medical Director for the AT Program) will assist in supervision of graduate research for students in their area of expertise. A few areas of interest for prospective students would include Athletic Training, Sports Medicine, Nutrition, Physical Activity, and Sensory Analysis. These specialty areas would allow the students to investigate the patients' response to various therapeutic interventions and develop best practices for future practitioners. Further, it will help provide evidence to the clinicians about the perceptions of the techniques used, the value of the nutritional interventions, and the resulting change in healing that can occur from the interventions.

CORE FACULTY						
NAME	TITLE	DEPT	FTE	HIGHEST DEGREE	Tenure Status	INSTRUCTIONAL EXPECTATION AND ACADEMIC SPECIALIZATION
Phillip Vardiman	Associate Professor, Director	FNDH	1.0	PhD	Tenured	FNDH857, FNDH653 , FNDH889 and FNDH884
Ryan Thiele	Assistant Professor	FNDH	1.0	PhD	Tenure Track	FNDH885 and FNDH888, FNDH821 and FNDH886, FNDH822
Clinical Coordinator (currently filled by Morgan Rakestraw)	Clinical Coordinator, Instructor	FNDH	1.0	PhD	Non-Tenure Track (Graduate Faculty Status)	FNDH652 , FNDH854 and FNDH883 , FNDH855 and FNDH884
AUGUST 2017 HIRE	Assistant/Associate Professor	FNDH	1.0	PhD	Tenure Track	FNDH654, FNDH892, FNDH887 and FNDH858

SUPPORTING FACULTY						
Mark Haub	Professor, Dept. Head	FNDH	.2	PhD	Tenured	FNDH889
Shawna Jordan	Assistant Professor, Assistant Dean	FNDH	0.1	PHD	Non-Tenure Track	FNDH889
TBD (August 2017 Hire)	Assistant/ Associate Professor	FNDH	.2	PhD	Tenured	FNDH889
TBD (August 2017 Hire)	Assistant/ Associate Professor	FNDH	.2	PhD	Tenured	FNDH889
Dr. Trevor Gaskill, MD	C0-Medical Director for Athletic Training Program	FNDH	.2	PhD	Adjunct Faculty/ Graduate Faculty Status	FNDH889
Sara Rosenkrantz	Assistant Professor	FNDH	.25	PhD	Tenure Track	FNDH775, FNDH889, FNDH 635
Brian Lindshield	Associate Professor	FNDH	.2	PhD	Tenured	FNDH880, FNDH889
Edgar Chambers	Professor	FNDH	.2	PhD	Tenured	FNDH889
Tandalyo Kidd	Professor	FNDH	.2	PhD	Tenured	FNDH889
Marianne Swaney-Stueve	Research Assistant Professor	FNDH	.2	PhD	Non-Tenure Track	FNDH 889
Jennifer Hanson	Assistant Professor	FNDH	.2	PhD	Tenure Track	FNDH 720
			6.15 FTE			

2. Graduate Assistants
There will not be any Graduate Assistants responsible for teaching in the program.

Academic Support
1. Academic Support Services
Advising services for graduate students will be provided by the core faculty members and the department undergraduate advisors for students from Kansas State.

2. New Academic Support Necessary
Sufficient library, audio-visual, and academic computing equipment and resources exist in the department.

3. New Supporting Staff
No new support staff will be needed for the proposed program. Continuation of the one part-time staff member and advisor/ instructor position that are working with the AT Program will be necessary.

Facilities and Equipment
1. Anticipated Facilities Requirement
The future location for the program has sufficient space for research laboratories, classrooms, faculty offices, for future growth of the program.

2. New Equipment
There are no new equipment needs for this program.

Program Review, Assessment and Accreditation
Program Review
As an accredited program, it is thoroughly reviewed academically, clinically, and administratively by CAATE on an annual basis and undergoes a re-accreditation every 10 years that includes the completion of a CAATE self-study and on-site evaluation by a 2-3 person CAATE site visit team. The MS in Athletic Training Program has developed its KSU assessment plan to align with the assessment outcomes that are required by CAATE for this accreditation.

Student Learning Outcomes
1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.
2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills derived from original research, the use of inquiry and analysis of current evidence based research, and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.
3. Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles. Students will be assessed through assigned projects and their final research project.
4. Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences. Students will be assessed through their final research project.
5. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.

Specialized Accrediting Agency, Institutional Plans for the Accredited Program, and Timeline

The Athletic Training Program would continue its accreditation through the Commission on Accreditation of Athletic Training Education. The Athletic Training Undergraduate Program will undergo its next reaccreditation process during the Fall of 2019. After reaccreditation is issued in Fall 2019/ Spring 2020, the program will file an application to the CAATE for *Substantive Change* to the MS in AT degree in the Spring of 2020. The program would then be

accredited for the remainder of the accreditation cycle for the undergraduate program.

Accreditation Costs

Annual Accreditation Fee	$3000
Site Visit Fee (Fall 2019)	$5000
Substantive Change Fee	$3000

<u>References</u>

Association, N. A. T. (2016). National Athletic Trainers Association Career Center.   Retrieved from
http://jobs.nata.org/c/search_results.cfm?site%5Fid=14343&msessid=1LNYs

Bureau of Labor Statistics, U. D. o. L. (2016). Occupational Outlook Handbook-Healthcare-Athletic Trainers. 2016-17.
Retrieved from http://www.bls.gov/ooh/healthcare/athletic-trainers.htm

CAATE. (2015). *2013-2014 CAATE Analytics Report*. Retrieved from http://caate.net/resources-and-additional-documents/caate-newsletters-eblasts-and-other-releases/

CAATE. (2016a). *2014-2015 CAATE Analytic Report*. Retrieved from CAATE: http://caate.net/2014-2015-caate-analytic-report-now-available/

CAATE. (2016b). Search for Accredited Programs.   Retrieved from http://caate.net/search-for-accredited-program/

The Master of Science in Athletic Training will be a 51 credit degree program. There will be a selective 5 year degree and Post-Baccalaureate degree admission.

High School Graduates who are admitted to Kansas State University can apply for pre-enrollment status to the 5 year degree program using the Athletic Training Program Pre-Enrollment Application. This pre-enrollment status will be based upon cumulative high school GPA, composite ACT or SAT Scores (without the writing portion), and scoring of the application. Students will be enrolled in the Department of Food, Nutrition, Dietetics and Health's Nutrition and Health Degree for their first academic year. All students who are eligible will apply for admission to the Professional Program by submitting a completed application and participating in an on-campus interview in the spring of their first year. Admission to the Professional Athletic Training Program will require a minimum 3.25 GPA, completion/or current enrollment in FNDH 120 and 121 and participation in required 75 observation hours during the FNDH 121 course. A sample program sheet for the 5 year MS degree is attached.

Transfer students will need to send official transcripts from all institutions they have earned credit including fall grades and spring classes that they are currently enrolled in. Transfer Credit for FNDH 320 will be based upon review of the course syllabus from the host institution.

The Post-Baccalaureate admission will require BA or BS from a college or university, a minimum 3.0 GPA, admission to the graduate school, verified completion of 75 hours of observation of a certified athletic trainer, and verified completion of KSU or TE of the following Pre-requisite courses:

Gen Psychology PSYCH 110, STAT 325, BIOL198, Care and Prevention FNDH 320, Human Nutrition FNDH 400, General Physics I with lab PHYS113, Chemistry I with lab CHEM210, Biomechanics KIN 330, Exercise Physiology KIN 335, 8 Hours of Human Anatomy and Lab and Human Physiology and Lab Human Anatomy and Lab BIOL 340 or Human Physiology and Lab KIN 360.

****Course electives must fulfill the Aesthetic Interpretation, Ethical Reasoning and Responsibility, and Historical Perspectives of the K-State 8 General Education Program.

AT 5 YR MS AT Degree (150 Credits)

General Requirements (51-54 credits)

	Expository Writing I	ENGL 100	3
	Expository Writing II	ENGL 200	3
Choose one of the following			
	Public Speaking 1A	COMM 105	2
	or		
	Public Speaking I	COMM 106	3
Social Science (9 Credits)			
	Principles of Macroeconomics	ECON 110	3
	General Psychology	PSYCH 110	3 *
	Introduction to Sociology	SOCIO 211	3
Humanitites (6 Credits)			

Natural and Physical Sciences (20 credit hours)
Complete 12 credit hours in Biological Sciences

	Principles of Biology	BIOL 198	4 **
	Structure of the Human Body	BIOL 340	8
	or		
	Anatomy and Physiology	KIN 360	8 **
Complete 4 credit hours in Chemistry with lab			
	Chemistry I	CHEM 210	4 **
Complete 4 credit hours in Physics with lab			
	Physics I	PHYS 113	4 **
Quantitative Studies (7-9 Credits)			
Complete 4-6 credit hours in Math			
	College Algebra	MATH 100	3
	Trigonometry	MATH 150	3
	or		
	Analytic Geometry and Calculus I	MATH 220	4
Complete 3 credit hours in Statistics			
	Introduction to Statistics	STAT 325	3 *
Integrative Human Ecology Course (1 credits)			
	Foundations of Human Ecology	GNHE 210	1

Professional Studies (24 Credits)

Nutrition Courses(12 Credits)			
	Introduction to Athletic Training	FNDH 120	2
	Introduction to Athletic Training	FNDH 121	1
	Basic Nutrition	FNDH 132	3 *
	Care and Prevention of Athletic Injury	FNDH 320	3 *
	Nutrition and Exercise	FNDH 635	3
Kinesiology Courses (12 Credits)			
	Biobehavioral Bases of Physical Activity	KIN 220	4
	Biomechanics	KIN 330	3 *
	Physiology of Exercise	KIN 335	4 *
	Physiology of Exercise Lab	KIN 336	1

Unrestricted Electives (21-24 Credits)

	Total	99

*Indicates Pre-Requisite
**Indicates Pre-Requisite Course with Lab

Course electives must fulfill the 1. Aesthetic Interpretation, 2. Ethical Reasoning and Responsibility, and 3. Historical Perspectives of the K-State 8 General Education Program.

MS AT Curriculum

Core Courses	General Medical Assessment and Evaluation	FNDH 654	3
	Emergency Management in Athletic Training	FNDH 652	3
	Fundamental Methods of Biostatistics	STAT 701	
	or		
	Introduction to Statistical Methods for Natural Scientists	STAT 703	3
	Administration in Athletic Training	FNDH 857	3
	or		
	Administration of Healthcare Organizations	FNDH 720	3
	Pharmacology	FNDH 653	3
	Advanced Athletic Training Laboratory and Clinical Skills	FNDH 858	3
	Athletic Training Evaluation I	FNDH 821	3
	Athletic Training Evaluation II	FNDH 822	3
	Athletic Training Therapeutic Interventions –I	FNDH 854	3
	Athletic Training Therapeutic Interventions –II	FNDH 855	3
	Professional Preparation in Athletic Training	FNDH 892	3
Research	Research Methods in Health Sciences	FNDH 775	3
	Research Experience in Athletic Training	FNDH 889	4
Practica	Athletic Training Practicum I	FNDH 883	2
	Athletic Training Practicum II	FNDH 884	2
	Athletic Training Practicum III	FNDH 885	2
	Athletic Training Practicum IV	FNDH 886	2
	Athletic Training Practicum V	FNDH 887	2
	Athletic Training Externship Practicum	FNDH 888	1
		Total	51
		Total	150

Year 1

Fall			Spring		
Expository Writing I	ENGL 100	3	General Psychology	PSYCH 110	3
Principles of Biology	BIOL 198	4	Gen. Chem & Lab/Chemistry I	CHM 110/111 or 210	4
Basic Nutrition	FNDH 132	3	Behavior. Basis of Phys Act	KIN 220	4
College Algebra	MATH 100	3	Public Speaking I	COMM 106	3
Intro Athletic Training	FNDH 120	2	Foundations of Human Ecology	GNHE 210	1
Intro Athletic Training Lab	FNDH 121	1	*Elective	___ ___	3
		16			**18**

Year 2

Fall			Spring		
Princ of Macroeconomics	ECON 110	3	Hum Body	BIOL 340	8
Humanities	___ ___	3	OR		
Care and Recognition	FNDH 320	3	Anat. & Physiology	KIN 360	8
Elective	___ ___	3	Expository Writing II	ENGL 200	3
Elective	___ ___	3	Humanities	___ ___	3
Introduction to Sociology	SOCIO 211	3			**14**
		18			

Year 3

Fall			Spring		
Nutrition and Exercise	FNDH 635	3	Introduction to Statistics	STAT 325	3
Physiology of Exercise	KIN 335	4	Physics I	PHYS 113	4
Physiology of Exercise Lab	KIN 336	1	Elective	___ ___	3
Biomechanics	KIN 330	3	Elective	___ ___	3
Elective	___ ___	3	Elective	___ ___	3
Elective	___ ___	3			**16**
		17			

Transition from UG to MS Status

Course electives must fulfill the 1. Aesthetic Interpretation, 2. Ethical Reasoning and Responsibility, and 3. Historical Perspectives of the K-State 8 General Education Requirements.

Year 4

Summer Year 1 Professional Program			Fall Year 1 Professional Program			Spring Year 1 Professional Program		
General Medical Assessment and Evaluation	FNDH 654	3	Athletic Training Therapeutic Interventions I	FNDH 854	3	Athletic Training Therapeutic Interventions II	FNDH 855	3
Emergency Management	FNDH 652	3	Athletic Training Evaluation I	FNDH 821	3	Evaluation II	FNDH 822	3
Research Methods	FNDH 775	3	Pharmacology	FNDH 653	3	Practicum II	FNDH 884	2
			Athletic Training Practicum I	FNDH 883	2	Advanced Athletic Training Lab/ Clinical Skills	FNDH 858	3
		9 hours			11 hours			11 hours

Year 5

Summer Year 2 Professional Program			Fall Year 2 Professional Program			Spring Year 1 Professional Program		
Administration in Athletic Training or HLTH	FNDH 857	3	Professional Preparation in Athletic Training	FNDH 892	3			
or			Fundamental Methods of Biostatistics	STAT 701	3	Spring Year 2 Professional Program		
Administration in Healthcare Organizations	FNDH 720	3	or			Research Experience in Athletic Training	FNDH 889	4
Athletic Training Externship Practicum	FNDH 888	1	Introduction to Statistical Methods for Natural Sciences	STAT 703	3	Practicum V	FNDH 887	2
Practicum III	FNDH 885	2	Practicum IV	FNDH 886	2			
		6 hours			8 hours			6 hours

Total Credits for Years 4-5 = 51 credits

Total Credits for the 5 Year Masters of Science in Athletic Training = 150 credits

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University
Proposed Program: Master of Science in Athletic Training

Part I. Anticipated Enrollment						
	Implementation Year		**Year 2**		**Year 3**	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25-30	0	50-60	0	50-60	0
B. Total SCH taken by all students in program	1,275-1530		2550-3060		2550-3060	

Part II. Program Cost Projection			

A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

	Implementation Year	**Year 2**	**Year 3**
<u>Base Budget Salaries</u> Current faculty….	$216,375	$220,703	$225,117
New hires………….	$0	$0	$0
Grad Assistants….	$20,029	$40,058	$40,058
Academic Support.	$44,000	$44,880	$45,778
Administration…..	$8,500	$8,670	$8,843
Total Salaries……….	$288,904	$314,311	$319,796
OOE	$10,000	$10,000	$10,000
Total	$298,904	$324,311	$329,796

Notes:
1. All salaries include a 2% annual pay increase.
2. Salaries for current faculty (Drs. Vardiman, Thiele, and Morgan Rakestraw) and the Faculty Hire for August 2017 will be transitioned into program costs from the costs of the undergraduate program as it is phase out over time. Year 3 costs reflect the full curriculum transition from the undergraduate program to the graduate program. Refer to the program narrative for information regarding these faculty and their respective time allocations.
3. Graduate assistants are transitioned annually into the program as the courses that require their assistance are offered.
4. Academic support refers to 100% of the full-time FNDH department academic advisor's time – a 1.0 FTE commitment.
5. Administration refers to a FTE commitment on behalf of the FNDH staff who will supply administrative support.
6. The $16K of OOE per year is 1/3 of the current FNDH department OOE.

Revised: February, 2017

Approved: _____

Graduate School
Proposed Degree Program or Certificate:
College:
Assessment of Student Learning Plan

A. **College, Department, and Date**
   College: Human Ecology
   Department: Food, Nutrition, Dietetics and Health
   Date: 1-20-17

B. **Contact Person(s) for the Assessment Plan**
   Phillip Vardiman, PhD, LAT, ATC
   Associate Professor
   Director, Athletic Training
   pvardiman@ksu.edu

C. **Name of Proposed Degree Program or Certificate**
   Masters of Science- Athletic Training

D. **Assessment of Student Learning Three-Year Plan**

   1. **Student Learning Outcomes**

      1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.
      2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills derived from original research, the use of inquiry and analysis of current evidence based research, and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.
      3. Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles. Students will be assessed through assigned projects and their final research project.
      4. Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences. Students will be assessed through their final research project.
      5. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure. Students will be assessed by

preceptors during their clinical experiences and by their employers following graduation.

Three outcomes that will be assessed by the first mid-cycle review.

1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.

2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.

3. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.

Rationale for selecting these learning outcomes

The three outcomes for assessment by the first mid-cycle review were selected for
1. The timing of the outcomes collection,
2. The importance of continued assessment throughout the student's matriculation in the program.
Each of the outcomes will be measured as part of the student's preceptor's evaluation in each of the practicum courses that will be associated with assigned clinical experiences. This will allow the faculty to track the progression and professional growth of each student.

Relationship to K-State Graduate Student Outcomes:

The outcome measures have been developed as measures that will also be collected as part of the Committee on Accreditation of Athletic Training Education (CAATE) required accreditation standards. To maintain an accredited Athletic Training Program in good standing with CAATE, numerous standards have to be met and outcomes have to be collected for annual review. The outcome measures #1-#5 have significant overlap into

the 3 Graduate School categories of knowledge, skills, and attitudes and professional conduct.

The knowledge category is specifically addressed in outcome #2 by ensuring that each student is able to "demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession." This will be assessed from the disaggregated data from the National Level Board of Certification Exam that will provide data specific to the 5 domains of Athletic Training (1. Injury Illness Prevention, 2. Clinical Evaluation and Diagnosis, 3. Immediate and Emergency Care, 4. Treatment and Rehabilitation and 5. Organizational and Professional Health and Well-being)

The skills category is addressed in outcome measures #2, #3, and #4 by having the students demonstrate the application of patient centered clinical skills, and development of original research grounded in current evidence based research and critical thinking in the athletic training profession. The students will also need to effectively compose written documents using appropriate medical and scientific terminology and founded in the use technical writing principles. The students will be also be responsible for accurately presenting their research-centered activity and outcomes, through scholarly discourse and professional and non-professional audiences. These will be assessed during their clinical experiences by their preceptors and will be further assessed by their employers after graduation. These will also be assessed in presentation of research centered activity to peers and faculty at a level ensuring mastery of the information.

The attitude and professional conduct is addressed in outcome #5 by having the students "demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure". These foundational behaviors will be assessed during their clinical experiences by their preceptors and will be further assessed by their employers after graduation.

2. Assessment Strategies

1. Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence. Students will be assessed by preceptors during their clinical experiences and by their employers following graduation.
   Assessment-
   1. Clinical Experience Evaluations will be completed by the student's assigned preceptor twice during each Practicum course (one practicum per semester). The preceptors will complete the evaluation at 3 weeks and at the end of the clinical assignment. The intent is to show growth during the

semester but also show growth throughout the program. FNDH 883, 884, 885, 886, 887, 889.
Students will be compared to students in their cohort and the same evaluation will be used over time to show growth during the program. (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) ***Appendix B1- Clinical Experience Evaluation***

2. Survey - Employer Survey (All Students, 6 months to 1 year post graduation, collected by program director) ***Appendix B2- Employer Survey***

2. Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession. Students will be assessed using the disaggregated data from the national level Board of Certification exam.
Assessment-
1. National Level Board Exam disaggregated data categorized into the 5 domains of Athletic Training (Injury Illness Prevention, Clinical Evaluation and Diagnosis, Immediate Emergency Care, Treatment and Rehabilitation Reconditioning, and Organization and Administration. The exam results data provided by the BOC includes results from the two sections 1. written exam, that assesses core knowledge and 2. clinical application and critical thinking, through a simulated practical exam. The practical exam requires the student to simulate an injury evaluation and treatment techniques that would be appropriate based upon the given scenario. FNDH [National Athletic Trainers' Association Board of Certification (BOC)] (All Students, data given to program director from BOC) ***Appendix B3-NATABOC***

2. Clinical Experience Evaluations during FNDH 883, 884, 885, 886, 887, 889, (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) ***Appendix B1- Clinical Experience Evaluation***

3. Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles.
1. Project FNDH 775- (All Students, collected by program director from faculty teaching the course) ***Appendix B4 Research Proposal***

2. Final Research Project FNDH 889 (All Students, data collected by program director from faculty/ committee) ***Appendix B5- Final Research Project***

4. Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences.

Assessment
1. Final Research Project FNDH 889 (All Students, data collected by program director from faculty/ committee.) *Appendix B5- Final Research Project*

5. Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure.
1. Clinical Experience Evaluations during FNDH 883, 884, 885, 886, 887, 889 (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) *Appendix B1- Clinical Experience Evaluation*

2. Employer Survey (All Students, 6 months-1 year post graduation, Collected by the program director) *Appendix B2- Employer Survey*

<u>Assessment</u>
Direct Measures

1. Clinical Experience Evaluations during FNDH 883, 884, 885, 886, 887, 889, (All Students, 3-week and end of clinical experience, collected by program director from faculty teaching the course) *Appendix B1- Clinical Experience Evaluation*

2. National Level Board Exam disaggregated data categorized into the 5 domains of Athletic Training (Injury Illness Prevention, Clinical Evaluation and Diagnosis, Immediate Emergency Care, Treatment and Rehabilitation Reconditioning, and Organization and Administration FNDH 892 [National Athletic Trainers' Association Board of Certification (BOC)] (All Students, data given to program director from BOC) *Appendix B3-NATABOC*

3. Projects FNDH 775- (All Students, collected by program director from faculty teaching the course) *Appendix B4*

4. Final Research Project FNDH 889 (All Students, data collected by program director from faculty/ committee) *Appendix B5*

Indirect Measures
1. Survey - Employer Survey (All Students, 6 months to 1 year post graduation, collected by program director) *Appendix B2- Employer Survey*

3. **Results and Review of Student Learning Outcomes and Assessment Strategies**

a. Describe the process the faculty will follow to review the results of assessment data.

The program director and the clinical coordinator will collect the artifacts that are listed in the assessment plan. The data from these artifacts will be compiled for the annual aggregate data to produce the assessment report that can be shared with the KSU Assessment Center, the Athletic Training Faculty and Preceptors. This report will provide insights into the achievements and the areas in the curriculum that need improvement.

b. Describe any other program improvement procedures that will be followed (e.g. formative assessments of delivery method, corporate or employer surveys).

The two program improvement measures that are currently listed in the assessment plan are the Employer Survey and the results of the BOC exam. The Employer Survey will be sent out 6months to 1 year following graduation to assess foundational measures of clinical preparedness, professional aptitude, and behaviors that align with the National Athletic Trainers' Association Code of Ethics. Additionally, the program can request the breakdown in scores from the BOC to review areas of the exam that KSU graduates are less proficient in and use this as a way to find methods to prepare our students better for these areas if any.

Appendix A: Alignment Matrix

Appendix B: Rubrics, Surveys, Other documentation

SLO/Required Courses/experiences	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)	Course Number(s)	Other Experience	Other Experience
Degree program SLOs	FNDH 775	FNDH 652, 821, 822, 854, 855	FNDH 857 or FNDH 720	FNDH 892	FNDH 889	FNDH 883,884, 885,886, 887, 888	Employer Survey	Board Exam Disaggregated Data
Students will effectively communicate during clinical experiences within the medical, patient, and patient support communities (partners, parents, coaches, and teachers) using professional language and current technological applications that cultivates diversity and cultural competence.			X	X		A (B1)	A (B2)	
Students will demonstrate breadth and depth of knowledge through appropriate application of patient centered clinical skills and development of original research grounded in use of inquiry and analysis of current evidence based research and critical thinking in the athletic training profession.		X		A (B3)		A (B1)		A (B3)
Students will compose written documents (e.g. medical records, reports, manuscripts, papers) using appropriate medical, scientific and technical writing principles.	A (B4)		X		A (B5)	X		
Students will accurately present research-centered activity and outcomes, through scholarly discourse with a variety of professional and non-professional audiences.	X			X	A (B5)			
Students will demonstrate professional behaviors, professional identity, professional conduct and ethical behavior during clinical experiences that mirror the ethical standards in place for Athletic Trainers to practice and maintain national certification and state licensure.			X	A (B3)		A (B1)	A (B2)	

	FNDH 775	FNDH 652, 821, 822, 854, 855	FNDH 857 or FNDH 720	FNDH 892	FNDH 889	FNDH 883,884, 885,886, 887, 888	Employer Survey	Board Exam Disaggregated Data
University SLOs (Graduate Programs)								
Knowledge	A (B4)	X	X	X	X	A (B1)	A (B2)	A (B3)
Skills	X	X	X	A (B3)	A (B4) (B5)	A (B1)	A (B2)	A (B3)
Attitudes and Professional Conduct		X	X	X		A (B1)	A (B2)	

Information

Preceptor Last Name

Preceptor First Name

Student Last Name

Student First Name

Date (mm/dd/yyyy)

Mid or End of Semester
evaluation? (Please type
"Mid" or "End")

Scoring
- Distinquished   90-100%/100%
- Proficient   80-90%/ 100%
- Passing   70-79%/ 100%
- Not Passing   0-69%/ 100%

>>

Professional Evaluation: Please rate the students professional behavior. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #5

	Student Repeatedly lacked expected level of professional behavior (0)	Student occasionally lacked the expected level of professional behavior (1)	Student occasionally lacked expected level of professional behavior (2)	Student usually provided the expected level of professional behavior (3)	Student commonly provided the expected level of professional behavior (4)	Student always provided the expected level of professional behavior (5)
Professional Behavior	O	O	O	O	O	O

Professional Evaluation: Please rate the students professional identity. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #5

	Student never displayed a professional identity (0)	Student occasionally displayed a professional identity (1)	Student sometimes displayed a professional identity (2)	Student usually displayed a professional identity (3)	Student commonly displayed a professional identity (4)	Student always displayed a professional identity (5)
Professional Identity	O	O	O	O	O	O

Professional Evaluation: Please rate the students ethical behavior. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO#5

	Student never displayed professional ethical behavior (0)	Student occasionaly displayed professional ethical behavior (1)	Student sometimes displayed professional ethical behavior (2)	Student usually displayed professional ethical behavior (3)	Student commonly displayed professional ethical behavior (4)	Student always displayed professional ethical behavior (5)
Ethical Behavior	○	○	○	○	○	○

Professional Evaluation: Please rate the students professional conduct. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO#5

	Student never complied with the expected dress code (0)	Student occasionally complied with the expected dress code (1)	Student sometimes complied with the expected dress code (2)	Student usually complied with the expected dress code (3)	Student commonly complied with the expected dress code (4)	Student commonly complied with the expected dress code (5)
Appearance	○	○	○	○	○	○

Professional Evaluation: Please rate the students professional conduct. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO#5

	Student was repetitively late for scheduled times (0)	Student was occasionally late for scheduled times (1)	Student was sometimes late for scheduled times (2)	Student was usually punctual for scheduled times (3)	Student was commonly punctual for scheduled times (4)	Student was always punctual for scheduled times (5)
Punctuality	○	○	○	○	○	○

Professional Evaluation: Please rate the students professional conduct. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #5

	Student was not reliable (0)	Student was occasionally Reliable (1)	Student was sometimes reliable (2)	Student was usually reliable (3)	Student was commonly reliable (4)	Student was always reliable (5)
Reliability	○	○	○	○	○	○

<<   >>

Clinical Skill Knowledge Evaluation: Please rate the student's knowledge in Athletic Training. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

	Student severely lacks clinical skill knowledge (0)	Student has noticeable deficiency in clinical skill knowledge (1)	Student is deficient in clinical Skill Knowledge (2)	Student has average clinical skill knowledge (3)	Student has above average clinical skill knowledge (4)	Student has excellent clinical skill knowledge (5)
Clinical Skill Knowledge	O	O	O	O	O	O

Clinical Skill Knowledge Evaluation: Please rate the student's knowledge in Athletic Training. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

	Student severely lacks ability in clinical skill application (0)	Student has noticeable deficiency in clinical skill application (1)	Student lacks ability in clinical skill application (2)	Student has average ability in clinical skill application (3)	Student has above average ability in clinical skill application (4)	Student has excellent ability in clinical skill application (5)
Clinical Skill Application	O	O	O	O	O	O

Clinical Skill Knowledge Evaluation: Please rate the student's knowledge in Athletic Training. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

	Student severely lacks clinical skill inquisitiveness (0)	Student has noticeable deficiency in clinical skill inquisitiveness (1)	Student lacks clinical skill inquisitiveness (2)	Student has average clinical skill inquisitiveness (3)	Student has above average clinical skill inquisitiveness (4)	Student has excellent clinical skill inquisitiveness (5)
Inquisitiveness	O	O	O	O	O	O

SLO #1

	Severely lacks professional communication skills (0)	Noticeable deficiency in professional communication skills (1)	Requires some development in professional communication skills (2)	Has adequate professional communication skills (3)	Has good professional communication skills (4)	Has excellent professional communication skills (5)
Medical Professionals	O	O	O	O	O	O

Professional Communication: Please rate the students ability to professionally communicate in verbal or written form with the **Patient Community** using professional language, current technological applications, all the while taking into consideration diversity and cultural competence. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

	Severely lacks professional communication skills (0)	Noticeable deficiency in professional communication skills (1)	Requires some development in professional communication skills (2)	Has adequate professional communication skills (3)	Has good professional communication skills (4)	Has excellent professional communication skills (5)
Patients	O	O	O	O	O	O

Professional Communication: Please rate the students ability to professionally communicate in verbal or written form with the **Patient Support Community** (partners, parents, coaches, and teachers) using professional language, current technological applications, all the while taking into consideration diversity and cultural competence. Use your experience with this student, in comparison to a student at the same practicum level in the AT Program as a reference.

SLO #1

	Severely lacks professional communication skills (0)	Noticeable deficiency in professional communication skills (1)	Requires some development in professional communication skills (2)	Has adequate professional communication skills (3)	Has good professional communication skills (4)	Has excellent professional communication skills (5)
Patient Supporters (partners, parents, coaches,	O	O	O	O	O	O

Please rate the following Self-Motivation characteristics

SLO #5

	Expressed little or no desire to be at clinical rotation on a daily basis (0)	Occasionally expressed a desire to be at the clinical rotation (1)	Usually expressed a desire to be at the clinical rotation (2)	Rarely expressed negative behavior towards clinical rotation (3)	Almost always expressed positive behavior towards the clinical rotation (4)	Always expressed positive behavior towards the clinical rotation (5)
Enthusiasm	○	○	○	○	○	○

Please rate the following Self-Motivation characteristics

SLO #5

	Shows little or no self-confidence, clearly not comfortable with roles and responsibilities (0)	Shows some self-confidence, should feel more comfortable with surroundings (1)	Below average self-confidence, is comfortable with some of the roles and responsibilities (2)	Average self-confidence, is comfortable with the roles and responsibilities (3)	Above average self-confidence, is very comfortable with the roles and responsibilities (4)	Exceptional self-confidence, clearly comfortable with all roles and responsibilities (5)
Self-Confidence	○	○	○	○	○	○

Please rate the following Self-Motivation characteristics

SLO #5

	Shows no initiative, never volunteers, doesn't complete assigned tasks (0)	Shows limited initiative, needs to do much more without being told (1)	Shows some initiative, should do more without being told (2)	Voluntarily attempts to solve non-routine problems (3)	Above average and is a self-starter (4)	Places highest priority on task accomplishment, accepts difficult and unpleasant tasks (5)
Initiative	○	○	○	○	○	○

Please rate the following **Athletic Training** characteristic

SLO #5

	Shows no ability to complete tasks in a methodical, appropriate and time efficient manner (0)	Shows little ability to complete tasks in a methodical, appropriate and time efficient manner (1)	Shows some ability to complete tasks in a methodical, appropriate and time efficient manner (2)	Usually completes tasks in a methodical, appropriate and time efficient manner (3)	Consistently completes tasks in a methodical, appropriate and time efficient manner (4)	Always completes tasks in a methodical, appropriate and time efficient manner (5)
Efficiency	O	O	O	O	O	O

Please rate the following **Athletic Training** characteristic

SLO #5

	Never offers new procedures or ideas (0)	Very rarely suggests new ideas (1)	Rarely suggests new ideas for improving methods (2)	Average level of suggestions for improving methods (3)	Consistently suggests beneficial changes and improvements (4)	Very innovative, always offering new imaginative suggestions for improving operations (5)
Innovation	O	O	O	O	O	O

Please rate the following **Athletic Training** characteristic

SLO #1

	Never makes an effort to keep others informed (0)	Very Rarely makes an effort to keep others informed (1)	Rarely makes an effort to keep others informed (2)	Usually makes an effort to keep other informed (3)	Consistently makes an effort to keep others informed (4)	Always keeps everyone informed (5)
Communication	O	O	O	O	O	O

Please provide any additional comments that might assist this student in their personal and professional growth

<<

>>

Appendix B2- Employer Survey

- **Distinguished 90-100/100**
- **Proficient 80-89/100**
- **Passing 70-79/100**
- **Not Passing 0-69/100**

Your name (Last, First)

Supervisor for (Athletic Trainer's full name)

How long has this Athletic Trainer been under your supervision?
    Years (number only)
    Months (number only)

Your years of experience in the supervisor role (number only)

Please rate the following Foundational Professional Behaviors for the Athletic Trainer listed previously
_____ Primacy of Patient - provides best care available and advocates for patients
_____ Teamed Approach to Practice - ability to work with others and utilizes unique skills of others
_____ Legal Practice - practices in competent manner and recognizes need for compliance with laws
_____ Ethical Practice - complies with NATA Code of Ethics and BOC Standards of Practice
_____ Commitment to Advancing Knowledge - critically examines body of knowledge and uses evidence based practice
_____ Cultural Competence - understands cultural differences and demonstrates behaviors needed for diverse populations
_____ Professionalism - advocates for profession, demonstrates honesty and integrity, and demonstrates effective communication

Can you rate their ability to communicate with coaches, patients, peers, etc...?
❍ Yes
❍ No

Please rate their ability to COMMUNICATE...

_____ with coaches

_____ with patients

_____ with parents

_____ with administrators

_____ with peers/colleagues

_____ with other allied health professionals

Can you rate their confidence to make decisions?

❍ Yes

❍ No

Rate their CONFIDENCE to make decisions and stand by them

_____ Confidence

Can you rate their independence to work alone?

❍ Yes

❍ No

Rate their INDEPENDENCE and ability to work alone

_____ Independence

Can you rate their initiative to think outside of the box?

○ Yes

○ No

Rate their INITIATIVE and ability to 'think outside of the box' to find solutions

_____ Initiative

Can you rate their ability to learn from mistakes?

❍ Yes

❍ No

Rate their ability to LEARN from mistakes

_____ Learn from mistakes

Can you rate their work ethic and commitment?

○ Yes

○ No

Rate their WORK ETHIC and commitment to 'get the job done'
_____ Work ethic

How well prepared were they for the workforce when they first started?
_____ Prepared for workforce

Any comments or suggestions to improve the future graduates from this program?

For the 2014-2015 testing year (April 2014 through February 2015) the BOC certification exam consisted of 175 questions (including scored items and unscored experimental items) representing a variety of item types, including multiple-choice, multi-select, drag-and-drop, and focused testlets presented in one part. Candidates had a total of four hours to complete the exam, and candidates had the ability to move forward or backward throughout the entire exam prior to submitting the exam for scoring. For more information on the BOC certification exam, please review the BOC website: www.bocatc.org. Below you will find your program's results as well as results for all candidates.

All Candidates	Your Program	All Candidates	First Time Candidates	Your Program	All Candidates	Retake Candidates	Your Program	All Candidates
^Overall Candidates	26	4176	First Time Candidates	24	3768	Retake Candidates	3	902
^Overall Passing	20	3505	First Time Passing	17	3039	Retake Passing	3	466
Overall Pass Rate	76.92%	83.93%	First Time Pass Rate	70.83%	80.65%	Retake Pass Rate	100%	51.66%

First Time Candidates

	*Scaled Results (200-800)		**Domain Performance									
			Domain 1 Percent Correct		Domain 2 Percent Correct		Domain 3 Percent Correct		Domain 4 Percent Correct		Domain 5 Percent Correct	
	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates
Low Score	452	272	62.51%	34.79%	58.05%	34.64%	65.83%	41.09%	52.43%	36.18%	31.63%	19.39%
High Score	658	733	86.73%	98.6%	89.39%	97.4%	96.15%	98.76%	90.58%	99.54%	90.81%	98.98%
Avg Score	551	563	76.43%	77.62%	75.28%	76.73%	82.52%	82.84%	71.76%	75.41%	67.23%	64.19%
Std Dev	66.15	67.11	6.58	9.22	9.2	10.06	7.2	8.23	11.47	9.6	13.79	13.31

Retake Candidates

	*Scaled Results (200-800)		**Domain Performance									
			Domain 1 Percent Correct		Domain 2 Percent Correct		Domain 3 Percent Correct		Domain 4 Percent Correct		Domain 5 Percent Correct	
	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates	Your Program	All Candidates
Low Score	500	259	66.4%	33.99%	70.15%	22.91%	79.06%	36.05%	64.29%	31.44%	51.84%	16.74%
High Score	517	650	70.47%	90.49%	77.36%	91.81%	86.32%	95.8%	78.34%	92.73%	61.76%	94.15%
Avg Score	508	485	68.81%	68.38%	73.42%	65.51%	81.67%	75.29%	70.97%	66.58%	56.16%	57.36%
Std Dev	8.5	48.72	2.14	8.74	3.65	9.91	4.04	9.21	7.05	9.21	5.08	12.94

Domain	Domain Description
1	Injury/Illness Prevention and Wellness Protection
2	Clinical Evaluation and Diagnosis
3	Immediate and Emergency Care
4	Treatment and Rehabilitation
5	Organizational and Professional Health and Well-being

^ **Overall Candidates** is the number of candidates who took the exam one or more times. **Overall Passing** is the number of candidates who passed their most recent attempt.

* Candidate scores are equated and scaled to enable different forms of the examination to be compared. Scores are reportable in a range of 200-800 with the passing point being 500.

** Domains are based on the BOC Role Delineation Study/Practice Analysis, Sixth Edition (RD/PA6). RD/PA6 is in effect as of the April 2011 exam window. Domain scores are provided as percent correct scores.

APPENDIX B4
FNDH 775

Research Proposal/ Literature Review _____/100
- **Distinguished 90-100/100**
- **Proficient 80-89/100**
- **Passing 70-79/100**
- **Not Passing 0-69/100**

- **Literature Review** _____/50
  - **Paper**
    - Exhaustive review of current literature on topic _____/20
    - Explanation of current research void _____/5
    - Explanation of the need for further research _____/5
    - Clinical relevance to Athletic Training _____/5
    - Appropriate use of medical terminology _____/5
    - Well written _____/5
    - Correct citation formatting _____/5

- **Proposal Presentation** 15 minutes _____/50
  - PowerPoint presentation
    - Time _____/5
    - Clear and concise _____/5
    - References _____/5
    - Statistics _____/5
    - Pictures, diagrams, visuals, etc _____/5
    - Flow of information _____/5

APPENDIX B5
FNDH 889

Research Project   **_____/100 points**
- **Distinguished 90-100/100**
- **Proficient 80-89/100**
- **Passing 70-79/100**
- **Not Passing 0-69/100**

- Presentation 15 minutes   **_____/40**
    - PowerPoint presentation
        - Time   **_____/10**
        - Clear and concise   **_____/5**
        - References   **_____/5**
        - Statistics   **_____/10**
        - Pictures, diagrams, visuals, etc   **_____/5**
        - Flow of information   **_____/5**

    - **Clinical Bottom Line:**   **_____/10**
        - Present the clinical bottom line, PEARLS, and conclusions drawn from their individual programs
            - Work is unique
            - Clear instructions for future use
            - Proper description of why and when of program
            - Clear PEARL/ tip for clinicians

    - **Statistical Analysis:**   **_____/20**
        - Appropriate Statistical test
        - Appropriate Reporting
        - Good Visual Representation of results

    - **Handout**   **_____/15**
        - Description/Prescription
        - Cues for patient
        - Warnings need for possible injury
        - Pictures, diagrams, visuals, etc
        - Criteria and instruction for progression
        - Evidence and proper in-text citations that support the components

- **Question from other students:**   **_____/5**
        - **1.**
        - **2.**
        - **3.**

- **One question for other students:**   **_____/5**
        - **1**
        - **2.**
        - **3.**

Extras   **_____**
- Using original x-rays, MRIs, visual aids, videos, etc to enhance your presentation
- Creativity and originality in rehab exercises

Research Paper

Research Project   **_____/100 points**
   - **Distinguished 90-100/100**
   - **Proficient 80-89/100**
   - **Passing 70-79/100**
   - **Not Passing 0-69/100**

- Research Paper   **_____/20**
    o Abstract
        ▪ Clarity   **_____/5**
        ▪ Formatting   **_____/5**
        ▪ Results/ Statistics   **_____/5**
        ▪ Conclusion   **_____/5**

    o **Literature Review**   **_____/20**

    o **Methods**   **_____/20**
        ▪ Appropriate Format   **_____/5**
        ▪ Clear description of methods   **_____/15**

    o **Statistical Analysis:**   **_____/20**
        ▪ Appropriate Statistical test
        ▪ Appropriate Reporting
        ▪ Good Visual Representation of results

    o **Results and Conclusions**   **_____/20**
        ▪
        ▪ Appropriate reporting of results   **_____/10**
        ▪ Appropriate Conclusions from Study   **_____/10**

April 26, 2017

Kansas State University
Board of Regents Review Committees
State of Kansas

Subject: Master of Science in Athletic Training Faculty Support

Dear Review Committee Members:

Please accept this letter as acknowledgement of continued financial support for the core faculty positions associated with the Masters of Science in Athletic Training new degree proposal. Specifically, Phillip Vardiman- Director, Ryan Thiele- Assistant Professor, the Clinical Coordinator, and the August 2017 Faculty Hire (New Program Proposal, Master of Science in Athletic Training, Core Faculty Table).

The Clinical Coordinator Instructor position, which is currently filled by Morgan Rakestraw, is required to meet the Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards for Athletic Training Programs. Mrs. Rakestraw will continue to serve in this position if she completes her terminal degree before the start of the new program. If necessary, a new hire will be supported to fill this required position. The "August 2017 Hire" position is also a dedicated position and the Athletic Training Faculty Search Committee has completed a successful search and an official offer will be made by May 1, 2017.

Please contact us with any questions that you may have. Thank you for your consideration of our new program proposal.

Respectfully,

John Buckwalter, PhD
Dean
College of Human Ecology

Mark Haub, PhD
Department Head
Food, Nutrition, Dietetics and Health