

Academic Policies Committee

Long Form Proposal Template

Section 1: Proposal Summary

1. **Today's date: October 25, 2017**
2. **Academic Unit Name: Kinesiology**
3. **Submitted by: Nicole Cosby**
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): 100%
5. **Academic Year** (Provide academic year and semester changes are to take place): **Summer 2018**
6. **Is this proposal a result of a Program Review (Yes/No)?** If not, please provide explanation: No, this is as a result of changes in the professional standards of athletic training. Please see below for rationale in section 3 of this document
7. **Overall Proposal Rationale** (Briefly describe the nature of the proposed changes or the proposed new academic offering): Please see section 3

Section 2: Impact

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): There are no departments/schools impacted by these changes.
2. **Impact on Library Services:**
 - a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): No
 - b. If yes, please contact the Director of Ryan Library and provide further information below.
 - i. Provide the date the director was contacted: Briefly describe the needed acquisitions:

Section 3: What and Why

Proposals (For each proposal or group of proposals, provide a description and rationale.):

WHAT

1. **Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): To add a Master's of Science in Athletic Training and to phase out the undergraduate Athletic Training, BA. Additionally, add a Pre-Allied Health Concentration in the Exercise and Sport Science Major, drop XXX course from XX program. Item 2: To add XX course as a requirement", etc. Some proposals will only have 1 item. Add item lines as needed.):
 - a. Item 1: To delete the Bachelors of Arts – Athletic Training major (Beginning Fall 2018, the athletic training will longer be offered to incoming students as a major, additionally

we will begin a teach out plan and courses (see Table 1 for sequential deletion of courses by years).

- b. Item 2: To Add a Pre Allied Health concentration to the current Exercise and Sport Science Major as a curricular route for undergraduate students to matriculate into the MS-AT (the short version of the GESC proposal for the new MS-AT can be found in Appendix B)
- c. Item 3: To Add the following two courses (3 units) to the Pre Allied Health concentration of the current Exercise and Sport Science major (please see Appendix A for course syllabi and course learning outcomes):
 - KIN 327L – Applied Biomechanics Laboratory (1)
 - KIN 375 – Movement Interventions (2)

WHY

1.General Rationale (Please provide a one-sentence rationale for this proposal.):

The Commission on the Accreditation of Athletic Training Education (CAATE) has changed its accreditation standards to require students to earn a master's degree by 2022 in order to sit for the national board of certification examination for athletic trainers. In order to maintain a curricular route at PLNU to prepare Athletic Trainers for the board exam, and also to reach a new population of students at the graduate level for a career in athletic training, we plan to phase out the undergraduate athletic training major and propose a new Master's of Science in Athletic Training (MSAT). To allow for current PLNU undergraduate students to matriculate into the MSAT, we propose to add a new concentration within the current Exercise and Sport Science Major (i.e. Pre-Allied Health).

2.Mission (How do the proposed changes support the mission of the university?):

The Pre-Allied Health concentration within the current Exercise and Sport Science major carries out the mission of PLNU to prepare students to serve others as an expression of their Christian faith in the arena of orthopedic healthcare and for some of the students in this concentration Athletic Training. The comprehensive nature of this newly formed concentration within our existing major helps shape and mold students into forward and innovative thinkers that are capable of serving people in need of treatment throughout the world and will be one of the major things that distinguishes them among their peers. Additionally, this concentration serves a larger population of students who will either leave Point Loma (pre-chiropractor and pre-occupation therapy) or stay here (pre-athletic training) to increase their knowledge in graduate school. The overall goal of the concentration as it is with the other two concentrations in the major (Sport Performance and Physical and Education and Fitness Professional) is to train up competent Christian scholars who are capable of providing healthcare services to individuals seeking healthcare and to do so in a way that reflects their relationship with Christ.

2. Please provide additional rationale

Item #1

See general rationale in the WHY section #1

Item #2

Historically, our largest major Applied Health Science was designed to prepare students for graduate school in physical therapy, physician's assistant and medicine. Graduate schools for each of the professions aforementioned all have heavy science prerequisites. Within the last 2-3 years we have experienced an increased number of students with an interest in occupational therapy and chiropractic care. These students generally choose Applied Health Science as a major, however the science requirements for graduate school in these two particular vocations does not support the need for these students to take the number of science courses required within the Applied Health Science major (examples of science class not needed: CHE 152 – General Chemistry, BIO 210 – Cell Biology and Biochemistry, BIO 220 – Microbiology of Infectious Diseases). The Pre-Allied Health Concentration within the current Exercise and Sport Science major serves two purposes: (1) it offers a route for students interested in allied health careers that do not require the heavy number of science classes that are required in our Applied Health Science major. This new concentration (see catalog copy attached) is much like our Applied Health Science major in that it creates a way for students to be prepared for graduate school by allowing students to choose upper division electives that might prepare them for graduate school while not forcing the student to take science courses that are not required by graduate schools they are applying to and (2) it will serve as a curricular route for Pre-Athletic Training students who wish to enter into the Master of Science of Athletic Training graduate program (being proposed and currently evaluated by GESC). **What impact will it have on the size of the major:** We project that the Pre-Allied Health concentration would increase in size. Since the undergraduate athletic training program will no longer be offered and this concentration will serve as a curricular route to the MSAT the major will increase by at least 20-30 students. We also project that when the concentration is approved pre-occupational therapy and pre-chiropractic students will also switch from Applied Health Science to Exercise and Sport Science, choosing the Pre-Allied Health Concentration. We estimate that 10-15 students from Applied Health Science will switch. Overall, a net increase of 30-45 students in the Exercise and Sport Science major.

Item #3

We are proposing the addition of two required upper division courses within the Pre-Allied Health Concentration. Those courses are: KIN 327L – Applied Biomechanics Laboratory and KIN 375 – Movement Interventions. Several factors have led to this decision: (1) within the current Exercise and Sport Science major our two other concentrations (Sport Performance and Physical Education and Fitness Professionals) take EXS 480 – Leadership in the Fitness Professions (3 units). This course is a seminar style course that surveys general organizational leadership principles and their application to the organization and administration of the health/fitness, coaching and physical education professions. Overall, this course really serves and prepares students in the two concentrations to be successful in their vocation but is not intended for the pre-allied health student who will not need this course for graduate school or benefit from the content being taught. (2) KIN 327L (1 unit) and KIN 375 (2 units) are courses that not only prepare students for graduate school they also align with the shift in the allied health professions towards functional movement and assessment. Additionally, these two courses increase our student's skill sets and prepare them to be successful clinicians. In some cases, our students could graduate with an additional certification at the conclusion of KIN 375

– Movement Interventions (3) Currently, our KIN 327 – Biomechanics course is an 8-week quad course. Both the professor(s) of the course and student feedback indicate the need for more time in a lab setting to apply the material learned in lecture.

Section 4: Catalog Copy

- Step 1:
 - In the Catalog Review folder (H:\Catalog Review) provided by the VPAA Office use *track changes* to make necessary revisions to the proposed catalog text. This applies to programs, concentrations, or certificates for graduate programs and for majors, minors, concentrations or certificates for ADC programs. This proposed text will accompany the proposal.
- Step 2:
 - Arrange a meeting with the APC chair and Records liaison to review the catalog text proposal and receive assistance in submission of proposed catalog copy. Include this with your proposal.

****FOR NEW PROGRAMS ONLY****

A. **Course Learning Outcomes:** Please see Appendix A for new course syllabi for the new courses within the Pre-Allied Health concentration

Assessment Plan: None

Summary Checklist

Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

Total course additions: 2 courses added (see catalog copy changes)

Total course deletions: 9 courses deleted

Total unit additions: 3 units added

Total unit deletions: 22 units deleted (See Table 1 below for courses to be deleted and dates those courses will be deleted)

Net unit/class increase/decrease: Overall decrease of 19 units and 7 courses

Staff impact (increase or decrease): No full time staff increase. Adjunct faculty will teach the new courses.

Rotation of courses or deletions of sections to accommodate additions: Overall, 9 courses (22 units) will be deleted from the undergraduate offering in Kinesiology between the years of 2018-2020.

Table 1. Sequence of Course Deletions from Kinesiology Course Offerings

Course #	Course name	Units	Last Year Taught
ATR290	Clinical Internship I	3	2017-2018
ATR291	Clinical Internship II	3	2017-2018
ATR415	Therapeutic Modalities	3	2017-2018
ATR420	Pharmacology	1	2017-2018
ATR390	Clinical Practicum I	3	2018-2019
ATR391	Clinical Practicum II	3	2018-2019
ATR460	Leadership and Management in Athletic Training	3	2019-2020
ATR493	Clinical Preceptorship I	2	2019-2020
ATR494	Clinical Preceptorship II	1	2019-2020

I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.

Department or School Direct Report:

_____ **Date** _____

College Dean or Provost as applicable:

_____ **Date** _____

Appendix A

Course Syllabi for Pre-Allied Health Concentration in Exercise and Sport Science

Department of Kinesiology



KIN 327L

Applied Biomechanics Laboratory

1 unit

Meeting days:	Instructor:
Meeting times:	Phone:
Meeting location:	E-mail:
Prerequisites:	Office hours:

PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This class is designed to allow students to analyze human movement using laboratory and clinically based measures. The course will focus on the development of techniques of human movement analysis from structural and functional points of view. It will incorporate principles of mechanics as they apply to the analysis of human motion based on the anatomical, neuromuscular and mechanical principles learned in biomechanics class.

STUDENT LEARNING OUTCOMES

1. Students will acquire knowledge and experience necessary to structurally, functionally and mechanically analyze patients
2. Students will be able to demonstrate how bones, joints and muscles serve as components of human levers, acting in accordance with the laws of mechanics
3. Students will be able to recognize normal and abnormal movement patterns in the upper and lower extremities
4. Student will be able to make appropriate recommendations about modifying performance based on movement patterns and mechanics

REQUIRED TEXTS AND RECOMMENDED RESOURCES

- Flanagan, S.P. (2014). *Biomechanics: A Case-Based Approach*. Burlington, MA: Jones & Bartlett Learning. (Also available in digital format here: <http://www.coursesmart.com/9781284027686>)
- Lab handouts will be provided throughout the quad via Canvas.

ASSESSMENT AND GRADING

- **Lab Assignments:** There will be three lab assignments worth 10 points each to be scheduled throughout the quad. These assignments will vary in difficulty depending on the unit covered in class but they provide an excellent review of key concepts covered during the semester. (30 pts total)
- Will be administered in class and will consist of multiple choice and T/F questions. (100 pts total)
- **Group Presentation:** Students will create groups of 3-4 and create a power point presentation addressing a topic in the current literature of biomechanics. Groups will be formed in Week 1 of class and presentations will take place the Wednesday during Week 7 of class. Materials will be handed out in class and a rubric with instructions will be on Canvas. (100 pts total)
- **Participation:** This is a fast paced class covering much material in a short amount of time. Attendance and participation, collaborating with your peers and participating in pre-class review, is essential for an optimal learning environment. Being late or absent from class may result in lower participation points as students cannot participate if they are not present. (50 pts total)

ASSESSMENT	POINTS
Lab Assignments x 6	50
Group Presentation	100
Kinetic/Kinematic Analysis Upper Extremity	100
Kinetic/Kinematic Analysis Lower Extremity	100
Gait Analysis Application paper	100

Grade	Percentage Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	62-66

D-	60-62
F	0-59

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. Although attendance will be rarely taken, there is a strong negative correlation between number of absences and grade percentage in this class.

INCOMPLETES AND LATE ASSIGNMENTS

- All assignments are to be submitted/turned by the beginning of the class session when they are due.
- Late assignments will be deducted 20% and if over 1-week late the resulting score will be a 0.
- Missed exams may ONLY be made up with a legal, written excuse. A missed exam for an approved reason MUST be completed prior to returning to the next class meeting.

ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of the student to confirm access to the essential applications needed for the class such as Excel as well as standard online research tools.

COURSE SCHEDULE AND ASSIGNMENTS

Week	TOPIC	MATERIALS	DUE
1	Joints, levers and planes of movement		
2	Linear Motion		
3	Linear Motion		
4	Kinetics and Kinematics using the gait lab		
5	Kinetics and Kinematics using the gait lab		
6	Components of force, load and muscle contraction characteristics		
7	Center of Gravity and Pressure		
8	Lower Extremity Pattern Movement Analysis (Lower Limb/Shank)		
9	Lower Extremity Pattern Movement Analysis (Ankle and Foot)		
10	Upper Extremity Pattern Movement Analysis (shoulder and elbow)		
11	Upper Extremity Pattern Movement Analysis (Hand and wrist)		
12	Upper Extremity Pattern Movement analysis (Spine and trunk)		
13	Putting it all together walking gait analysis		
14	Putting it all together running gait analysis		
15	Final Movement Analysis Project Presentations		

Movement Interventions

2 unit

Meeting days:	Instructor:
Meeting times:	Phone:
Meeting location:	E-mail:
Prerequisites:	Office hours:

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COURSE DESCRIPTION

This course will provide an integrated approach to restoring and maximizing the human movement system. This course is designed to prepare the student to help clients/patients improve quality of movement. Through a practical and hands on approach students will learn how to analyze the functional aspect of human movement and identify impairments in the human movement system (postural abnormalities and muscular imbalances). Students will also learn how to prescribe functional exercises to correct faulty movement patterns in order to prevent client/patient injuries and improve performance.

STUDENT LEARNING OUTCOMES

1. Students will be able to explain the importance of identifying dysfunctional movement patterns in patients/clients with faulty movement patterns.
2. Students will be able to recognize and evaluate movement dysfunctions
3. Students will be able to design a comprehensive movement and treatment plan based on dysfunctional movement patterns identified during patient/client analysis.
4. Students will be able to utilize the most current evidence to evaluate and design movement based interventions for patients with faulty movement patterns and/or postural abnormalities.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

- Students will be given a reader of materials for the course.
- No textbook required

ASSESSMENT AND GRADING

ASSESSMENT	POINTS
Lab Assignments	100
Case Study Presentations	4 x50
Attendance	100
-----	-----
Total	500

Grade	Percentage Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	62-66
D-	60-62
F	0-59

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. Although attendance will be rarely taken, there is a strong negative correlation between number of absences and grade percentage in this class.

INCOMPLETES AND LATE ASSIGNMENTS

- All assignments are to be submitted/turned by the beginning of the class session when they are due.
- Late assignments will be deducted 20% and if over 1-week late the resulting score will be a 0.
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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or

examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

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USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of the student to confirm access to the essential applications needed for the class such as Excel as well as standard online research tools.

COURSE SCHEDULE AND ASSIGNMENTS

Week	TOPIC	MATERIALS	DUE
1	Human Movement System Overview		
2	Pathoanatomical vs Pathomechanical approach to movement assessment		
3	Postural Assessment - Static		
4	Postural Assessment - Functional		
5	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Lower Extremity – Practical Approach		
6	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Lower Extremity - Practical Approach		

7	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Upper Extremity - Practical Approach		
8	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Lower Extremity - Practical Approach		
9	Functional Movement Progressions Overview “The Big Picture”		
10	Functional Movement Progressions – Lower Extremity		Case Based Approach
11	Functional Movement Progressions – Lower Extremity		Case Based Approach
12	Functional Movement Progressions – Upper Extremity		Case Based Approach
13	Functional Movement Progressions – Upper Extremity		Case Based Approach
14	Evaluating intervention effectiveness and progressions		
15	Presentation of Case Studies		

Appendix B
Condensed GESC for Master of Science in Athletic Training (MS AT)

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): There are no departments/schools impacted by these changes.
2. **Impact on Library Services:**
 - c. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): Requested the acquisition of evidence based medicine databases: TRIP, OVIDsp and PEDro, however, the MS AT does not need these databases for students to be successful. These databases can also be used by other programs on campus like MS-KIN and DNP and BSN-RN, however they are not needed for the program to be successful.
 - d. If yes, please contact the Director of Ryan Library and provide further information below.
 - i. Provide the date the director was contacted: Met with Denise Nelson on June 27, 2017
 - ii. Briefly describe the needed acquisitions: See explanation above.

What and Why

Proposals (For each proposal or group of proposals, provide a description and rationale.):

WHAT

1. **Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): To add a Master's of Science in Athletic Training and to phase out the undergraduate Athletic Training, BA.
 - a. **Item 1:** To add a Master of Science in Athletic Training degree program

WHY

1. **General Rationale** (Please provide a one-sentence rationale for this proposal.):

The Commission on the Accreditation of Athletic Training Education (CAATE) **has changed its accreditation standards** to require students to earn a master's degree by 2022 in order to sit for the national board of certification examination for athletic trainers. **In order to maintain a curricular route at PLNU to prepare Athletic Trainers for the board exam, and also to reach a new population of students at the graduate level for a career in athletic training, we plan to phase out the undergraduate athletic training major and propose a new Master's of Science in Athletic Training (MSAT).** To allow for **current PLNU undergraduate students to matriculate into the MSAT, we propose to add a new concentration within the current Exercise and Sport Science Major (i.e. Pre-Allied Health) which will provide a direct curricular route (this proposal will be reviewed by APC).**

2. Mission (How do the proposed changes support the mission of the university?):

The MS AT program carries out the mission of PLNU to prepare students to serve others as an expression of their Christian faith in the arena of athletic training and orthopedic healthcare. The comprehensive nature of the MS AT helps shape and mold students into forward and innovative thinkers capable of serving people (mainly active patients and clients) who provide healthcare services to injured individuals in a way that reflects their Christian faith (i.e. compassionate care)

3. Proposed Master of Science in Athletic Training

The proposed Master's degree in Athletic Training was informed by initiatives that were mandated by the Commission on Accreditation of Athletic Training Education (CAATE) and the National Athletic Training Association (NATA) in collaboration with the Board of Certification (BOC) for Athletic Trainers. This entry level program will prepare professionals to accomplish the goal to improve health care for student athletes by integrating evidence based medicine and spending more time in clinical preparation before entering into the field. Our goal is to shape and teach our graduates to utilize the best current evidence to evaluate, make treatment decisions and prevent athletic injuries.

4. Internal Factors (Please provide additional rationale by answering the following questions as applicable: How does the proposal(s) ...address the PLNU strategic plan? ...address factors arising from assessment data or program review findings? ...accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? ...increase departmental effectiveness/efficiency? ...enhance enrollment or generate new revenue? What impact will it have on the size of the major, minor, etc.? Other internal rationale?): **Increase Departmental Effectiveness/efficiency: Transitioning the current UG athletic training program to an entry-level masters degree will meet the CAATE accreditation requirements while also expanding access to our AT program to transfer students and maintaining an efficient curricular path for our current undergraduate students.** In our current Athletic Training major students begin the program in their sophomore year at PLNU. One of the major obstacles with the current curriculum is that it is truly designed and delivered as a 3-year program. These three years are very rigid and offer very little room for flexibility as courses have to be taken in sequence. Each year, approximately 10-15% of the students applying to the Athletic Training Program are transfer students who come in with Junior Standing, however, our curriculum does not afford them the opportunity to complete or finish within two years, thus either increasing the time that the student has to spend at PLNU or forcing the student to choose another major (typically within the department of Kinesiology but other times outside of our department. In the proposed Master's of Science in Athletic Training, transfer students no longer have to choose another major because the course work for the MSAT does not start until their 4th year at PLNU. This allows us to retain our transfer students and increase the number of students enrolled in our athletic training program. **What impact will it have on the size of the major/program: We anticipate the MSAT program will have an initial cohort size of 20-25, but we also anticipate an increase in undergraduate student enrollment in the EXSS major given the fact that we will attract additional transfer students 5-10 and will attract some students migrating from Applied Health Science into the EXSS major 6-12 with the new proposed**

concentration in pre-Allied Health. Since a new concentration is being proposed in our current Exercise and Sport Science major and it will provide a curricular route into the MSAT it is our belief that there will be an increase in enrollment in the new program. There are two reasons for the major increase: 1) we retain the transfer students that were lost in the older curriculum. Since the current undergraduate program requires 2.5 years of clinical internship/practicum it was almost impossible for a transfer student to graduate from PLNU in a 2-year time frame and this has led a decline in the number of transfer students applying to our athletic training program 2) we also capture those students who may have graduated from a 4-year institution with a degree outside of athletic training who want to pursue athletic training as a vocation. These students currently choose to attend Universities that offer the 2 year equivalent of an entry level master's program. Currently, the only Universities in the state of California to offer this are California Baptist University and Azusa Pacific University. 3) we also capture those students who are enrolled at PLNU that have an interest in the profession of athletic training but cannot currently select athletic training as a major because the current curriculum does not afford them the flexibility to take prerequisite courses required for graduate school in pre-allied health field while also pursuing a degree in Athletic Training. The major reason for this is our athletic training courses have to be taken in a specific sequence and generally account for 10-14 units per semester in the sophomore and junior years, leaving very little room to take other courses outside of the major. These students represent about 10% of our total student population within the department of Kinesiology.

Strategic Plan: Since this is a Master's program, the course offerings for proposed program would be off campus at our Mission Valley Campus. Given the proposed numbers for enrollment the first year of the program approximately 25 students will be taking courses off campus and following the first year on average 50 students will be taking off campus courses in the MS AT.

- 5. External Factors** (Please provide additional rationale by answering the following questions as applicable: To what extent have external factors motivated this proposal, for example what comparable colleges and universities are doing? ...improvements suggested by alumni or outside reviewers? ...stipulations imposed by outside accrediting agencies? ...other external rationale?)

Bureau of Labor Statistics data: According to BLS statistics, employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, which is faster than the average growth for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase which will likely result in an increase of 5,400 athletic training jobs by 2024. Additionally, California ranks 3rd in the United States for employing certified athletic trainers. National Athletic Training Association – Professional Education in Athletic Training White Paper: In 2012, the National Athletic Training Association began to investigate the appropriate professional degree for the profession of athletic training. They determined following their research that a transition from the traditional baccalaureate degree to a post professional degree (Master's degree) was necessary in the profession of athletic training because of: 1) the increasing complexity of the current and future healthcare system; 2)

the growing need for athletic training-specific patient outcomes research; 3) an expanding scope of requisite knowledge, skills, and abilities while continuing to strive for depth in athletic training-specific knowledge, and; 4) the need to ensure proper professional alignment with other peer healthcare professions. **As such, the Commission of Athletic Training Education has mandated that all athletic training programs currently offering a baccalaureate degree in athletic transition to a master's degree in athletic training by 2022.**

Several Colleges/Universities have already made the transition from an undergraduate program to a graduate program; however, there are no universities in the city of San Diego that to our knowledge have started to transition. Comparator schools that have already transitioned or currently have entry level master's programs include: California Baptist University, Azusa Pacific University and Chapman University. Therefore, it becomes important to begin the transition earlier to get a greater grasp on the San Diego market.