

Academic Excellence and Research Committee

October 2018

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

1:30 P.M. **

OCTOBER 2, 2018

MARY ANN JENNINGS HOVIS BOARD ROOM
THIRD FLOOR, MARTIN HALL, RADFORD, VA

DRAFT **AGENDA**

- **CALL TO ORDER** Dr. Rachel D. Fowlkes, *Vice Chair*
- **APPROVAL OF AGENDA** Dr. Rachel D. Fowlkes, *Vice Chair*
- **APPROVAL OF MINUTES** Dr. Rachel D. Fowlkes, *Vice Chair*
 - May 3, 2018
- **ACTION ITEMS**
 - Recommendation to Ratify Previously Approved Degree Proposal from B.S. in Computer and Cyber Science to B.S. in Cybersecurity Dr. Kenna Colley, *Interim Provost and Vice President for Academic Affairs*
 - Recommendation of Resolution for Approval of changes to the *Teaching and Research Faculty Handbook, Section 1.4.2 Evaluation of Department Chairs and School Directors*
- **ACADEMIC AFFAIRS REPORT** Dr. Kenna Colley, *Interim Provost and Vice President for Academic Affairs*
 - Highlander Venture Lab
 - Dalton Eminent Scholars
 - New Faculty (41) and New Faculty Orientation
 - 7-Week Course Pilot
 - Transfer Agreement
 - New Living and Learning Communities
 - The School House
 - Entrepreneurship and Innovation
 - Introduction of New Deans
 - College of Business and Economics
 - College of Humanities and Behavioral Sciences
 - Search Underway
 - Assistant Provost of Global Engagement and Education
- **FACULTY SENATE REPORT** Dr. Jake Fox, *Faculty Representative to the Board of Visitors*
 - Recent Events and Motions from Faculty Senate

○ Updates on General Education

● **OTHER BUSINESS**

Dr. Rachel D. Fowlkes, *Vice Chair*

● **ADJOURNMENT**

Dr. Rachel D. Fowlkes, *Vice Chair*

**** All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.**

Committee Members

Dr. Susan Whealler Johnston, Chair

Dr. Rachel D. Fowlkes, Vice Chair

Ms. Krisha Chachra

Mr. Randy J. Marcus

Ms. Georgia Ann Snyder-Falkinham

Dr. Jake Fox, Non-voting Advisory Member

October 2018 Meeting Materials

RADFORD UNIVERSITY

Board of Visitors

**Resolution to Ratify Name Change of Previously Approved Degree Proposal
From B.S. in Computer and Cyber Science
to B.S. in Cyber Security**

October 2, 2018

WHEREAS, the Radford University Board of Visitors, on November 11, 2016, approved the proposal for a B.S. in Computer and Cyber Science in the Department of Information Technology (ITEC) in the Artis College of Science and Technology; and

WHEREAS, since 2016, the field of Cyber Science and Cybersecurity is ever-changing; and

WHEREAS, in order to maintain relevance, the Department of Information Technology (ITEC) in the Artis College of Science and Technology proposes to change the name of the degree to B.S. in Cyber Security; and,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors approves the name change to the Bachelor of Science in Cybersecurity, CIP 11.1003; and

BE IT FURTHER RESOLVED, that the President and/or his designee(s) are hereby authorized to continue to seek approval of approved Bachelor of Science in Cybersecurity from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

Resolution to Amend the Teaching and Research Faculty Handbook

October 2, 2018

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Excellence and Research Committee who will in turn make recommendations to the member of the full Board of Visitors.

NOW, THEREFORE, BE IT RESOLVED, that the Academic Excellence and Research Committee of the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.4.2: Evaluation of Department Chairs and School Directors** of the *Teaching and Research Faculty Handbook* is hereby amended to eliminate 1.4.2 regarding the quadrennial evaluation of Chairs and Directors in the Handbook. Said sections are to now read as follows (additions are in **red**):

1.4.2 Evaluation of Department Chairs and School Directors

A. Annual Evaluation

The Department/School Personnel Committee shall evaluate the Department Chair or School Director annually in two separate evaluations, one as a faculty member and one as chair or director. Both evaluations shall be conveyed to both the Department Chair or School Director and the College Dean. The College Dean shall review the Personnel Committee's evaluation of the Department Chair or School Director as a faculty member, and shall separately evaluate him or her as a chair or director, subject to review by the Provost.

Evaluations of Department Chairs or School Directors shall be prepared annually in writing before the end of the spring semester. The primary purpose of the evaluation will be to provide guidance for development and to provide assessment for decisions related to merit pay and continuation in the role. These annual evaluations will be available for consideration by the Dean during the detailed review that will be conducted during the third year of each Chair's or Director's four-year term.

The annual evaluation of Department Chairs and School Directors shall be conducted as follows:

1. Evaluation as Faculty: The criteria for evaluation as a faculty member shall be the same as those for all faculty members except that the minimal weights allowable for teaching and university service shall be commensurate with their reassigned time. The Department/School Personnel Committee shall administer and collect the same data for the Department Chair or School Director as for all department faculty.

2. Evaluation as Chair or Director: The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. **Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?** The Department/School Personnel Committee shall circulate to all currently employed faculty of the department who reported to the Chair or Director during all or part of the evaluation period a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director. Faculty beginning their employment during the semester in which the evaluation is conducted would not evaluate the Chair or Director since they were not employed by the University during the evaluation period. The forms will be completed and returned to the Department/School Personnel Committee.

3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair or School Director as a faculty member and separately as a chair, in tentative evaluations to be sent to the Department Chair or School Director.

4. If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement by the Chair/Director and Dean.

5. The results of the annual evaluation will be presented to the chairs in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of _____ in the role of Chair/Director."

6. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director-- as a faculty member and as a Chair or Director-- before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.

7. The Department/School Personnel Committee's summary and overall evaluations of the Department Chair or School Director as a faculty member and as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.

8. A minority report signed by all concurring faculty may be written if either or both of the Personnel Committee's evaluations are unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.

9. If the Dean disagrees with the Department/School Personnel Committee's evaluation of the Chair or Director as a faculty member in his or her review thereof, he or she shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.

10. The Dean shall communicate his or her evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.

11. The College Dean shall forward her or his evaluation of the Department Chair or School Director as a chair or director, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair or School Director and to the Department/School Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.

12. The College Dean's evaluation of the Department Chair or School Director as a chair or director, and all pertinent data including any written responses from the Chair or Director and/or the Personnel Committee, shall be reviewed by the Provost, who shall provide written justification for any disagreement with the Dean's evaluation. In the event of disagreement by the Department Chair or School Director with the Dean's evaluation of him or her as chair, the Provost shall render a decision in the matter.

13. If the Chair or Director wishes to appeal his or her evaluation(s) either as faculty member or as chair, or the review(s) thereof by the Dean or the Provost, respectively, the process followed shall be consistent with that for faculty appeals. The final evaluations of the Department Chair or School Director both as a faculty member and as a chair, following any possible appeals, become part of the Department Chair's/School Director's personnel file, and shall serve as the basis for merit pay increases, for any possible reappointment, tenure, or promotion, and for decisions on retention as Department Chair or School Director.

B. Quadrennial Evaluation

~~Every four years, in spring of the third year of the Department Chair's or School Director's four-year term, in lieu of the annual evaluation as chair or director described in section A, an in-depth formal evaluation as chair or director shall be conducted by the Dean in consultation with the faculty of the department or school. (The policies and procedures affecting the annual evaluation of the Chair or Director as faculty member will not change.)~~

~~—1. Prior to the quadrennial evaluation of the Chair or Director, each Chair or Director shall prepare and distribute to all faculty within the department or school a quadrennial report summarizing his or her accomplishments related to responsibilities as Chair or Director, and with reference to the attainment of goals established for the previous four-year period.~~

~~—2. The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3.1 of this Handbook. The Department/School Personnel Committee shall circulate to all faculty of the department a Department Chair/School Director evaluation form based upon these evaluation criteria and shall include an appropriate place for an overall evaluation of the Chair or Director during his/her current four-year term. The forms will be completed and returned to the Department/School Personnel Committee.~~

~~—3. Data and comments from the faculty evaluations shall be summarized by the Department/School Personnel Committee. The Department/School Personnel Committee shall then evaluate the Department Chair/School Director as a faculty member (during the current year) and separately as a chair (over the past four years), in tentative evaluations to be sent to the Department Chair or School Director. In completing the quadrennial evaluation, the Department/School Personnel Committee should take into account the Chair or School Director's annual evaluations for the previous three years. The letter or memorandum prepared by the Department/School Personnel Committee for this evaluation should be addressed to the Dean and copied to the Chair/Director.~~

~~—4. Each Chair or Director will be given the opportunity to respond to both of the Personnel Committee's tentative evaluations of the Chair or Director—as a faculty member and as a Chair or Director—before the finalized evaluations are forwarded to the Dean. The appeal procedures shall be the same as those described for faculty.~~

~~—5. The Department/School Personnel Committee's summary and overall evaluations of the Department Chair or Director as a faculty member and as a chair or director shall be forwarded to the College Dean. All data used by the Personnel Committee shall be made available to the College Dean.~~

~~—6. A minority report signed by all concurring faculty may be written if either or both of the Personnel Committee's evaluations are unacceptable to a minority of the committee members. A minority report is seen as an exception rather than standard procedure and shall include a justification for its creation. The minority report shall be submitted to the Dean as a separate document, and shall be included with the Personnel Committee's evaluations. A copy shall be sent to the Chair or Director.~~

~~—7. If the Dean disagrees with the Department/School Personnel Committee's evaluation of the Chair or Director as a faculty member in his review thereof, she or he shall give the Department Chair or School Director and Personnel Committee Chair a written statement of the reason(s) for the disagreement. The Department Personnel Committee may seek clarification from the Dean on any points of perceived disagreement.~~

~~—8. The Dean shall meet with the Chair or Director to discuss his/her accomplishments and goals as Chair or Director. At this time, the Dean and Chair or Director can initiate a preliminary discussion of the goals the Chair or Director anticipates setting for him/herself as Chair or Director and for the department or school for the next four years.~~

~~—9. The Dean shall communicate his or her evaluation of the Department Chair or School Director as a chair or director to the Department Chair or School Director in writing. Included in this evaluation shall be a recommendation to the Provost regarding reappointment of the Chair or Director for another four year term. The Department Chair or School Director shall have the opportunity to respond in writing to his or her evaluation as chair or director prior to the Dean's communication of a final evaluation to the Personnel Committee and to the Provost.~~

~~—10. The College Dean shall forward her or his evaluation of the Department Chair or School Director as a chair or director, including the Dean's recommendation for reappointment of the chair or director for another term, together with the evaluation of that role by the Department/School Personnel Committee, to the Provost, with copies sent to the Department Chair and to the Department Personnel Committee. In a case of a departure by the Dean from the evaluation by the Personnel Committee, the Committee may seek clarification from the Dean on the reason(s) for the departure.~~

~~—11. The College Dean's evaluation of the Department Chair or School Director as a chair, and all pertinent data including any written responses from the Chair or Director and/or the Personnel Committee, shall be reviewed by the Provost, who shall provide written justification for any disagreement with the Dean's evaluation. In the event of disagreement by the Department Chair or School Director with the Dean's evaluation of him or her as chair or director or with the Dean's recommendation regarding reappointment for another term, the Provost shall render a decision in the matter.~~

~~—12. If the Chair or Director wishes to appeal either his or her annual evaluation as faculty member or his or her quadrennial evaluation as chair or director, or the review(s) thereof by the Dean or the Provost, respectively, the process followed shall be consistent with that for faculty appeals. The final evaluations of the Department Chair or School Director both as a faculty member and as a chair or director, following any possible appeals, become part of the Department Chair's or School Director's personnel file, and shall serve as the basis for merit pay increases, for any possible reappointment, tenure, or promotion, and for decisions on retention as Department Chair or School Director.~~

~~—13. Chairs/Directors who are reappointed for subsequent four year terms must submit for the review and approval of the Dean written copies of the of the goals they have established for themselves as chairs/deans and of their departments/schools during their next term. These goals must be submitted to the Dean by May 15 of the year of the quadrennial review. The degree to which these goals are fulfilled shall be assessed as part of the Chair's/Director's next quadrennial evaluation.~~

Motion from Faculty Senate with Justification

17-18.29-Motion Regarding the Elimination of the Quadrennial Review of Department Chairpersons

Referred by: Governance Committee

MOTION: Faculty Senate recommends the following with regard to the quadrennial review of department chairpersons:

Eliminate 1.4.2.B regarding the quadrennial evaluation of Chairs and Directors in the

Handbook. Add language to 1.4.2.A.2

The criteria for evaluation as Chair or Director shall reflect the duties and responsibilities of the chair or director as listed in section 4.2.3. 1 of this Handbook. **Additionally, two questions must be added at the end of the survey: 1) Overall evaluation of the Department Chair or School Director and 2) Do you support the continued service of this person in the role of School Director or Chair?**

Alter 1.4.2.A. to
insert: (After #3)

New#4:

"If the average rating of the question about the overall evaluation of the Department Chair or School Director falls below 3.00 on a 5.00 scale, the department personnel committee will recommend a plan of improvement be developed by Chair/Director and Dean."

New#5:

The results of the annual evaluation will be presented to the Chair in a numerical fashion with the exception of the last item regarding support for continued service. For this question, the results will be presented as "the majority of faculty in the department (or school) support/do not support the continued service of in the role of Chair/Director."

RATIONALE:

In practice, the Quadrennial Review of Chairs has not been consistently implemented. When it has been implemented, the "third year, in-depth formal evaluation as Chair or Director" has typically consisted of just the annual reports from the previous three years, making it a redundant process.

Many, but not all of the chair evaluations already have a question that asks about the overall evaluation of Chair or Director. This motion would make this question standard on all evaluations.

The proposed, new questions maintain the faculty's voice concerning the continued leadership at the departmental level while eliminating the need for the ineffective quadrennial review.

**Faculty Senate President's Report to the
Academic Excellence and Research Committee
of the Board of Visitors
October 2018**

I. Recent Events and Motions from the Faculty Senate

- A. Academic Affairs Governance Document

- B. Recent Implementation of the Rank of Senior Instructor

II. Updates on General Education

- A. Preliminary Recommendations of The Radford Academic Values Exploration Team (see document)

- B. New Motion in the Senate for Next Phase (see document)

- C. Website for Updates and Events in the General Education Effort:
<https://www.radford.edu/content/academic-programs/home/general-education.html>

General Education

Welcome to the Radford University Academic Values Exploration Team

General education serves as the foundation upon which all Radford University students build educational success. In Fall 2017, Faculty Senate established the General Education Task Force to gain compliance with newly ratified SCHEV guidelines and competencies. The Task Force aligned our current general education curriculum, the Core Curriculum, outcomes with those specified by SCHEV but also recommended consideration of a more in-depth and broader review of general education at Radford University.

To that end and after consultation with the Core Curriculum Advisory Committee and Interim Director of Core Curriculum, Faculty Senate Executive Council submitted a [two-page motion](#) to establish the Radford University Academic Values Exploration Team. The team consists of 2 full time Teaching and Research faculty representatives nominated and elected from each college (CHBS, ACSAT, COBE, CVPA, CHED, and Waldron) and two members elected from Jefferson College. These individuals will serve as voting members on the team. Although these voting members are elected at the college level, their mission is to represent views from across the Radford University faculty community.

Meet our Academic Exploration Team

T&R Faculty Members:

- Dr. Sandy French (CHBS)
- Dr. Paige Horst (CHBS)
- Dr. Jon Tso (Artis)
- Dr. Cassady Urista (Artis)
- Dr. Can Dogan (COBE)
- Dr. Daniel Farhat (COBE)
- Dr. Roann Barris (CVPA)
- Ms. Laura Kimball (CVPA)
- Dr. Tricia Easterling (CEHD)
- Dr. Anna Devito (CEHD)
- Dr. Kerry Vandergrift (Waldron)
- Dr. Katie Katz (Waldron)

- Dr. Paula Prince (Jefferson)
- Dr. Courtney Watson (Jefferson)

Appointed Members:

- Dr. Nicole Hendrix, Team Facilitator (Provost's Office, Core Curriculum)
- Ms. Jennifer Whicker (McConnell Library)
- Ms. Melanie Fox (Institutional Effectiveness and Quality Improvement)
- Mr. David Stuart (Student Affairs)
- Dr. Angela Joyner (Center for Career and Talent Development)
- Ms. Rachel Hall (Advising)
- Ms. Julianna Stanley (President of SGA)
- Mr. Chris Nietzold (alumni)

During Summer 2018, fourteen Teaching and Research faculty from across campus and Roanoke locations and eight non-voting advisory members of the academic and student community came together to identify the academic values underlying general education. In the beginning, the team defined academic values.

“Academic values inspire and guide Radford University student experiences in general education.”

The next stage of the team’s work focused on reviewing potential academic values from many sources. In addition to examining academic institutions, these individuals sought information from many other arenas and now seek input from the campus and broader Radford community.

To that end, the Radford University Academic Values Exploration Team recommends the following academic values for general education:

Exploration: Going beyond one’s limits to experience diverse subjects and disciplines for innovative learning and opportunities for self-discovery.

Tagline: “To boldly go where you haven’t gone before.”

Evaluation: The ability to discern and use reasoning, critical thinking, and evidence based research to make informed decisions.

Tagline: “Transform information into insight.”

Engagement: Integrating knowledge, methods, and experiences to establish connections across disciplines, concepts, and communities.

Tagline: “More than the sum of our parts.”

18-19.01 Motion for the Creation of Radford University General Education Principle and Model Team

Referred by: Faculty Senate Executive Council

MOTION:

The Faculty Senate recommends the establishment of the Radford General Education Principles and Model Team to identify and make recommendations on the guiding principles and model for a general education curriculum at Radford University based on the values identified by the Academic Values Exploration Team.

To ensure diversity and equity of representation of many faculty perspectives and that all faculty have access to provide input into that process, the team will comprise 2 full time Teaching and Research faculty representatives nominated and elected from each undergraduate college (CHBS, ACSAT, COBE, CVPA, CHED, and Waldron) as voting members on the team. Although these voting members are elected at the college level, their mission will be to represent views from across the Radford University community. One additional non-voting member, the Interim Director of the Core Curriculum, will be appointed as facilitator/chair of the team. It is expected that this team will need to meet weekly to ensure adequate progress towards completion of the charges within the timeline specified.

The team charges are to:

- 1) Review the accreditation expectations related to general education from SACSCOC and SCHEV in consultation with the Office of Institutional Effectiveness and Quality Improvement.
- 2) Conduct focus groups to solicit input from the following stakeholders and constituencies:
 - a) Radford University T&R faculty
 - b) Jefferson College faculty
 - c) Current students
 - d) A&P faculty
 - e) Alumni
 - f) McConnell Library
 - g) Center for Career and Talent Development
 - h) Academic Advising
 - i) Student Affairs
 - j) Any others identified by the team
- 3) Identify the guiding principles, based on the values identified by the Academic Values Exploration Team and in light of the Strategic Plan, which will guide development of general education at Radford University. Guiding principles are statements of mandatory institutional requirements that any general education model and program must fulfill at Radford University

The expectation is that these principles will not prescribe the model of general education but rather identify necessary attributes of any model of general education. This recommendation will be submitted to Faculty Senate Executive Council no later than November 15, 2018 for subsequent review and approval by Faculty Senate.

4) Review peer institution and other college and university general education models for ideas and principles that might inform the development of general education at Radford University.

5) Upon deliberation and approval of guiding principles of general education by the Faculty Senate, this team should develop and recommend a model with which general education learning goals and outcomes could be fulfilled.

6) Drafts of all team recommendations should be circulated via public forums and the general education website for input and discussion. Feedback on the model of general education should be collected in consultation with each academic department in addition to the focus groups identified in charge #2 (above).

Recommendations for the general education model will be submitted to the Faculty Senate Executive Council no later than March 1, 2019, for subsequent review and approval by the Faculty Senate.

RATIONALE:

Broad review of general education at Radford University has not been conducted within the past ten years. Such a review is even more appropriate in light of the new Strategic Plan and the recent recommendations developed by the Academic Values Exploration Team.

As a faculty-driven effort this review is intended to be transparent and open to wide ranging input and communication from across campus. This review process is intentionally designed to result in actionable conclusions based on broad faculty buy-in, which will be essential in the success of any general education initiatives.

May 2018 Minutes

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

**ACADEMIC AFFAIRS COMMITTEE MEETING
11:15 A.M.
MAY 3, 2018
MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM
MARTIN HALL, THIRD FLOOR, RADFORD, VA**

**DRAFT
MINUTES**

COMMITTEE MEMBERS PRESENT

Dr. Susan Whealler Johnston, Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Anne Snyder-Falkinham
Dr. Jake Fox, Faculty Representative (Non-voting Advisory Member)

COMMITTEE MEMBER ABSENT

Dr. Javaid Siddiqi, Vice Chair

OTHER BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Randy J. Marcus, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Karyn K. Moran
Dr. Debra K. McMahan
Mr. Steve A. Robinson
Ms. Lisa Throckmorton
Ms. Jessica Wollmann, Student Representative (Non-voting Advisory Member)

OTHERS PRESENT

President Brian O. Hemphill
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Ms. Karen Castele, Secretary to the Board of Visitors/Special Assistant to the President
Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Dr. Ann Marie Klotz, Vice President for Student Affairs
Ms. Wendy Lowery, Vice President for University Advancement
Ms. Kitty McCarthy, Vice President for Enrollment Management

Ms. Margaret McManus, University Auditor
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia

Radford University faculty and staff

CALL TO ORDER

Dr. Susan Whealler Johnston, Chair, called the meeting to order at 11:16 a.m. in the Mary Ann Jennings Hovis Memorial Board Room on Third Floor, Martin Hall at Radford University, Radford, Virginia.

APPROVAL OF AGENDA

Dr. Johnston asked for a motion to approve the May 3, 2018 agenda, as published. Ms. Georgia Anne Snyder-Falkinham so moved, Dr. Rachel Fowlkes seconded and the agenda was unanimously approved, as published.

APPROVAL OF MINUTES

Dr. Johnston asked for a motion to approve the minutes of the February 15, 2018 meeting of the Academic Affairs Committee, as published. Ms. Snyder-Falkinham so moved, Dr. Rachel Fowlkes seconded the motion and the minutes were unanimously approved, as published.

ACTION ITEMS

Recommendation of Resolution for Approval of the Master of Science (M.S.) in Athletic Training

Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs, stated that the proposed Master of Science (M.S.) degree in Athletic Training and timeline coincide with the discontinuance of the undergraduate degree, which was approved by the Board of Visitors in December 2017. Following discussion, Dr. Johnston asked for a motion to recommend to the Board of Visitors the resolution for approval of the Master of Science (M.S.) in Athletic Training. Ms. Krisha Chachra so moved, Ms. Snyder-Falkinham seconded the motion and the motion passed unanimously. A copy of the report, together with the proposed resolution, is attached hereto as *Attachment A* and is made a part hereof.

Recommendation of Resolution for Approval of the Establishment of the Honors College

Dr. Colley presented information for the establishment of the Honors College. Dr. Johnston asked for clarification of the word “establishment.” Dr. Colley explained that the Honors Academy already exists, and the action is to establish the change of name to the Honors College. Following discussion, Dr. Johnston asked for a motion to recommend to the Board of Visitors the resolution for approval of the establishment of the Honors College. Dr. Fowlkes so moved, Ms. Snyder-Falkinham seconded the motion and the motion passed unanimously. A copy of the report, together with the proposed resolution, is attached hereto as *Attachment B* and is made a part hereof.

Recommendation of Resolution for Tenure Recommendations for 2018-2019

Dr. Colley presented the list of teaching and research faculty recommended for tenure for the 2018-2019 academic year. Following discussion, Dr. Johnston asked that data be compiled and presented at the next Board of Visitors meeting in the fall regarding faculty status, such as the number of faculty, percentage of tenured, tenure track and special purpose faculty, gender and rank.

Dr. Johnston asked for a motion to recommend to the Board of Visitors the resolution for tenure. Dr. Fowlkes so moved, Ms. Snyder-Falkinham seconded the motion and the motion passed unanimously. A copy of the report, together with the proposed resolution, is attached hereto as *Attachment C* and is made a part hereof.

Recommendation of Resolution for Approval of Changes to the Teaching and Research Faculty Handbook, Sections 1.6.1.1 and 1.6.2

Dr. Colley presented information to support amending the Teaching and Research Faculty Handbook to permit the rank of Senior Instructor for special purpose faculty. Dr. Johnston asked for a motion to recommend to the Board of Visitors the resolution for approval of changes to the Teaching and Research Faculty Handbook, Sections 1.6.1.1 and 1.6.2. Ms. Chachra so moved, Ms. Snyder-Falkinham seconded the motion and the motion passed unanimously. A copy of the report, together with the proposed resolution, is attached hereto as *Attachment D* and is made a part hereof.

REPORT FROM THE PROVOST

Dr. Colley acknowledged achievements of the faculty by presenting a list of 26 faculty members to be promoted effective fall 2018. She also discussed the process and criteria for emeriti faculty status and added Dr. Kathy Mitchell and Dr. Lynn Saubert were awarded emeriti status this academic year.

Dr. Colley updated the Board of Visitors of recent academic accomplishments and accolades.

- The Department of Chemistry achieved national recognition and entrance into the American Chemical Society, a first for Radford University since a strategic investment in the program several years ago.
- The Center for Career and Talent Development was recognized for its hard work. They now have over 10,000 job postings in Handshake, 4,900 active recruiters and 43% active profiles by Radford University students.
- The Vinod Chachra IMPACT Lab recently hosted an international team of educators from Brazil that are interested in the competency-based education approach for teacher preparation.
- The Appalachian Support for Specialized Education Training (ASSET) has recruited 290 teachers and administrators to date with a recruitment goal of 415 by September.

In personnel updates, Dr. Colley announced that College of Business and Economics (COBE) Dean George Low's last day at Radford University was April 15, 2018 as he will become a Dean at California State University at East Bay. The College of Business and Economics Interim Dean Richard McDowell begins his temporary assignment on May 7, 2018, and the search for the permanent COBE Dean continues. Dr. Colley also announced that College of Humanities and

Behavioral Sciences (CHBS) Dean Katherine Hawkins is leaving Radford University in late June to take a position as an Assistant Provost at Old Dominion University. A search will be conducted for the CHBS Dean position in the fall. Dr. Matthew Smith from the School of Communication will serve as the Interim Dean.

Dr. Colley Stated that she has met with 18 out of 36 academic departments and will continue with the remaining departments in the fall. Dr. Colley concluded her report by thanking the members of the Board of Visitors, President Hemphill, the Vice Presidents and the Academic Affairs Leadership Team for their overwhelming support during the last year.

FACULTY SENATE REPORT

Dr. Jake Fox, Faculty Senate President and Faculty Representative to the Board of Visitors, reported on recent events and motions from the Faculty Senate to include motions on Curriculum Approval Pathways, Academic Policy and Procedure Pathways, General Education Curriculum Pathways and Academic Program Approval Pathways.

More recent motions included academic programs motions, which are a Graduate Certificate in Business Analytics, a concentration in Business Analytics for the online MBA and a minor in Ethics. Additional policy and procedure motions included Intersession Withdrawal Policy, Academic Transfer Policy, Academic Renewal Policy and Suspension Policy. Other motions included the discontinuance of the Quadrennial Review of chairs and directors and renaming of the Honors Academy to the Honors College.

Dr. Fox provided updates on a general education initiative in establishing the Academic Values Exploration Team. The team will consist of two elected full-time faculty from each college, including Jefferson College, and eight advisory members. Charges to this team will solicit input from a wide range of stakeholders, including students, faculty, alumni and advisors, to learn about the fundamental academic values that define Radford University's general education curriculum. They will identify a possible set of fundamental academic values for the general education curriculum shared across the Radford University community and by October 8, 2018, develop and submit a set of recommendations on the values that should define the general education curriculum for Radford University to be submitted for review and approval by the Faculty Senate. Dr. Fox stated that an initiative of the Values Exploration Team is the establishment of a Book/Reading Club, beginning in summer 2018 with *A Process Approach to General Education Reform: Transforming Institutional Culture in Higher Education* edited by Susan Gano-Phillips and Robert W. Barnett. A website for updates and events related to the general education effort has also been established.

Dr. Fox concluded by stating that the results of the 2018 Faculty Morale Survey was deferred until the next Board of Visitors meeting in the fall.

OTHER

Dr. Colley invited the members of the Board of Visitors to the Executive Conference Room on the second floor to visit with students and learn about their undergraduate student research poster presentations.

ADJOURNMENT

With no further business to come before the committee, Dr. Johnston requested a motion to adjourn the meeting. Ms. Snyder-Falkinham made the motion to adjourn, Dr. Fowlkes seconded the motion and the motion carried unanimously. The meeting adjourned at 12:22 p.m.

Respectfully submitted,

Vickie Stewart Taylor
Executive Assistant to the Provost

**Radford University Board of Visitors
Academic Affairs Committee
May 3, 2018**

**Master of Science (M.S.) in Athletic Training
BACKGROUND**

In December 2017, following the recommendation of the Academic Affairs Committee, the Board of Visitors approved the discontinuance of the Bachelor of Science (B.S.) degree in Athletic Training as recommended by the accrediting agency. The professional association, the National Athletic Trainers' Association (NATA), the academic accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE), and the certification examining board (BOC) have formally decided to transition all academic athletic training preparation to the graduate level.

The proposed M.S. degree in Athletic Training and timeline coincide with this discontinuance of the undergraduate degree and will produce highly skilled graduates to respond to the employment demand for certified athletic trainers.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

| | |
|--|---|
| 1. Institution Radford University | 2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> Spin-off proposal <input type="checkbox"/> Certificate document <input type="checkbox"/> |
| 3. Name/title of proposed program Athletic Training | 4. CIP code 51.0913 |
| 5. Degree/certificate designation Master of Science in Athletic Training | 6. Term and year of initiation Summer 2019 |
| 7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program) | |
| 8. Term and year of first graduates Spring 2021 | 9. Date approved by Board of Visitors |
| 10. For community colleges: date approved by local board date approved by State Board for Community Colleges | |
| 11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) | |
| 12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u>Department of Health & Human Services</u> School(s) or college(s) of <u>College of Education & Human Development</u> Campus(es) or off-campus site(s) <u>Main campus, Radford</u> | |
| Mode(s) of delivery: face-to-face <input checked="" type="checkbox"/> hybrid (both face-to-face and distance) <input type="checkbox"/> | Distance (51% or more web-based) <input type="checkbox"/> |
| 13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu | |

TABLE OF CONTENTS

| | |
|--|-----------|
| DESCRIPTION OF THE PROPOSED PROGRAM..... | 1 |
| PROGRAM BACKGROUND..... | 1 |
| MISSION..... | 2 |
| ONLINE DELIVERY..... | 3 |
| ACCREDITATION..... | 3 |
| STATE LICENSING AGENCY..... | 4 |
| ADMISSION CRITERIA..... | 4 |
| TARGET POPULATION..... | 6 |
| CURRICULUM..... | 6 |
| TIME TO DEGREE..... | 9 |
| STUDENT RETENTION AND CONTINUATION PLAN..... | 9 |
| FACULTY..... | 10 |
| PROGRAM ADMINISTRATION..... | 10 |
| EXTERNAL ADVISORY BOARD..... | 11 |
| STUDENT ASSESSMENT..... | 11 |
| EMPLOYMENT SKILLS/WORKPLACE COMPETENCIES..... | 13 |
| PROGRAM ASSESSMENT..... | 14 |
| BENCHMARKS OF SUCCESS..... | 14 |
| EXPANSION OF EXISTING PROGRAMS..... | 15 |
| RELATIONSHIP TO EXISTING RADFORD UNIVERSITY DEGREE PROGRAMS..... | 15 |
| COMPROMISING EXISTING PROGRAMS..... | 15 |
| COLLABORATION OR STANDALONE..... | 15 |
| JUSTIFICATION FOR THE PROPOSED PROGRAM..... | 16 |
| RESPONSE TO CURRENT NEEDS (SPECIFIC DEMAND)..... | 16 |
| EMPLOYMENT DEMAND..... | 18 |
| STUDENT DEMAND..... | 19 |
| DUPLICATION..... | 20 |
| PROJECTED RESOURCE NEEDS FOR THE PROPOSED PROGRAM..... | 20 |
| RESOURCE NEEDS..... | 20 |
| RESOURCES NEEDS: PART A – D..... | 23 |
| APPENDICES..... | 27 |
| APPENDIX A – ABBREVIATED COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION (CAATE) STANDARDS OF ACCREDITATION..... | A-1 |
| APPENDIX B – PROGRAM OF STUDY..... | B-1 |
| APPENDIX C – COURSE DESCRIPTIONS..... | C-1 |
| APPENDIX D – ABBREVIATED CVs FOR FACULTY..... | D-1 |
| APPENDIX E – EXTERNAL ADVISORY BOARD..... | E-1 |
| APPENDIX F – EMPLOYMENT DEMAND..... | F-1 |
| APPENDIX G – STUDENT SURVEY..... | G-1 |

Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Master of Science (MS) degree program in Athletic Training to be implemented in the Summer 2019 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development. This program change will coincide with the discontinuance of the currently approved undergraduate major in Athletic Training.

The purpose of the proposed degree program is to prepare students to serve as certified athletic trainers in the Commonwealth and beyond. Graduates will be prepared to prevent, diagnose, and treat muscle and bone injuries and illnesses. The proposed program will provide students with specific coursework so that they will develop the knowledge, skills, and abilities to: 1) promote injury/illness prevention and wellness; 2) examine, assess, and diagnose injuries; 3) provide emergency care; 4) provide therapeutic interventions; and 5) demonstrate professional responsibility and healthcare administration.

The degree program will focus instruction on theory and practical applications related to the prevention, diagnosis, and acute care and rehabilitation of injuries and illnesses incurred by physically active populations. These populations include youth sport participants, high school and college athletes, military and law enforcement service providers, performance artists, and recreationally active adults and older adults. The proposed curriculum is guided by the content standards of the Commission on Accreditation of Athletic Training Education (CAATE)¹ and the knowledge, skills and abilities needed by athletic trainers as reported by the National Athletic Trainers' Association (NATA).² As a result, the curriculum includes both didactic (classroom) classes and clinical experiences (under the supervision of appropriate program preceptors) that incorporate problem-solving and critical thinking.

Because athletic trainers are allied health professionals, they must obtain an appropriate state credential (licensure, certification or registration) through their state prior to practicing in the profession. In Virginia, athletic trainers are required to have a license to practice which is administered by the Board of Medicine and, consistent with the majority of states nationwide, all applicants for licensure must be board-certified by the Board of Certification (BOC) for Athletic Trainers (BOC). To become a certified athletic trainer, a student must:

- Complete an undergraduate or graduate Athletic Training Program that is endorsed by Commission on Accreditation of Athletic Training Education, and
- Pass the Board of Certification (BOC) for the Athletic Trainer exam.

Students completing the proposed program will have fulfilled the requirements to become certified athletic trainers. There are no alternative educational or professional routes to become a certified athletic trainer. Therefore, schools offering academic preparation for the field must offer a curriculum approved by the Commission on Accreditation of Athletic Training Education (CAATE) and students must graduate from a CAATE-approved program.

¹ <http://caate.net/curricular-content-standards-draft-open-comment/>

² <https://www.nata.org/about/athletic-training/obtain-certification>

Traditionally, students could become certified athletic trainers through both undergraduate and graduate athletic training programs. Radford University has offered an undergraduate athletic training program since 2001. However, the professional association, the National Athletic Trainers' Association (NATA), the academic accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE), and the certification examining board (BOC) have formally decided to transition all academic athletic training preparation to the graduate level. These groups have formed the AT Strategic Alliance which believes that "the changing nature of healthcare and an increased emphasis on inter-professional practice will make the master's level of education very important to the profession's future."³ As a result, students interested in athletic training will not be eligible for certification with only an undergraduate degree after 2022. In order to comply with the entry-level requirements for this high-demand field, the freshmen class of fall 2018 will be the last allowed to enroll in the B.S. degree in Athletic Training at Radford University. To continue to offer a pathway for prospective professional athletic trainers, Radford University is proposing this graduate program in athletic training to start summer 2019. This start date will allow Radford University to graduate current undergraduate students and admit future graduate students without interrupting professional preparation in the department. The current proposal is driven by the accreditation and professional requirements in the field which are forcing all colleges and universities to transition from undergraduate to graduate athletic training education.

The rationale for this nationwide transition from undergraduate to graduate level preparation for athletic trainers is based on several factors. The master's level degree is preferred by multiple work settings, specifically the traditional areas of colleges and universities which account for approximately 20% of the total athletic training work force.⁴ Additionally, students with graduate level preparation pass the BOC exam at a higher rate than those with only a bachelor's degree, have greater job opportunities in the field, and enhance the reputation of the profession.⁵ The professional drivers of the field clearly believe in and support the transition from undergraduate to strictly graduate education and Radford University is responding to this charge.

Mission

The mission of Radford University is:

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the University emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. Radford University develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the University is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong

³ <http://www.nata.org/career-education/education/resources-tools/degree-change-faqs>

⁴ <http://www.nata.org/about/athletic-training/job-settings>

⁵ <http://www.nata.org/career-education/education/resources-tools/degree-change-faqs>

commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The MS in Athletic Training directly serves to fulfill the mission of Radford University by developing students' ability to demonstrate professional responsibility to their clients, professions, and society; developing critical thinking skills essential to the practice of athletic trainers; and engaging in research with students. The mission of the Athletic Training program is to "provide students with the educational opportunities necessary to become certified members of the athletic training profession,"⁶ and is consistent with Radford's mission to foster student growth as leaders.

Online Delivery

Four courses will be delivered only online. Three of these are the courses in the competency-based assessment sequence.

| | | |
|----------|---------------------------------|-----------|
| ATTR 604 | Competency-Based Assessment I | 2 credits |
| ATTR 614 | Competency-Based Assessment II | 3 credits |
| ATTR 624 | Competency-Based Assessment III | 2 credits |
| ESHE 650 | Research Methods | 3 credits |

These courses will be offered during the summer and wintermester semesters which allows students to move through the program faster.

The primary learning management system at Radford University is Desire to Learn (D2L), which provides support 24 hours a day and 7 days a week (24/7). Faculty assigned to teach online classes will have been trained in best practices for teaching online through the Radford University Center for Innovative Teaching and Learning (CITL). The University has sufficient resources to deliver the online courses in the proposed program.

Accreditation

The Department of Health and Human Performance will seek accreditation for the proposed program through the Commission on Accreditation of Athletic Training Education (CAATE).⁷ The mission of this organization is "defining, measuring, and continually improving AT education."⁸ Radford University's current undergraduate program in athletic training is fully accredited by the same organization and, in 2009, the program was granted a prestigious 10-year reaccreditation. Because of the transition from undergraduate to graduate education required for all athletic training education, accredited programs at the undergraduate level must apply to CAATE for accreditation of the master's program. For undergraduate programs that are currently accredited, CAATE offers a substantive change transition process that saves time and money.⁹

⁶

https://www.radford.edu/content/dam/colleges/cehd/hhp/documents/ATEP/AT%20Program/Complete_Handbook_rev_8_16_am.pdf

⁷ <https://caate.net>

⁸ <https://caate.net/about/>

⁹ <https://caate.net/substantive-documents/>

Because the current undergraduate program in athletic training is currently accredited, accreditation for the proposed master's program requires a letter of intent (due December 1, 2018) and a mini-self-study (due February 1, 2019). Depending on the self-study assessment, an on-site visit may or may not be required.

Radford University is proposing the following timeline for the accreditation process:

| | |
|------------------|--|
| Fall 2018 | Remove undergraduate athletic training program from the catalog |
| December 1, 2018 | Submit Letter of Intent (requires Institution and State approval) |
| February 1, 2019 | Submit Mini Self-Study |
| Spring 2019 | Receive feedback from the Commission on Accreditation of Athletic Training Education (CAATE) |
| Summer 2019 | Start the proposed program |

Radford University anticipates that formal accreditation will be granted in spring 2019. Once accredited, Radford University will submit an annual program evaluation to the Commission on Accreditation of Athletic Training Education (CAATE).

An abbreviated standards of accreditation is included in Appendix A.

State Licensing Agency

Transition in program status will be forwarded to the Virginia Board of Medicine in Spring 2019.

Admission Criteria

All students will be required to complete the admission requirements of Radford University's College of Graduate Studies and Research.

- Official transcripts from all institutions from which the applicant has earned a degree or course credit following a degree conferral. Unofficial transcripts are sufficient from institutions from which course credit has been transferred. If a degree has not been conferred at the time of application, a final transcript must be sent within 30 days of the first semester of enrollment. If the degree has not been conferred prior to the beginning of the term of admission to graduate school, admission will be rescinded.
- A résumé

Students from non-U.S. institutions will be required to demonstrate English proficiency by one of the following:

- a. A TOFEL score of 550 or higher (paper-based)
- b. A TOFEL score of 213 or higher (computer-based)
- c. A TOFEL score of 79-80 (internet-based)
- d. An IELTS score of 6.5.

Admission to the MS in Athletic Training will also require the following:

1. An overall GPA of a 3.0 on a 4.0 scale or better
2. Official GRE scores – 150 verbal, 144 quantitative (minimum combined score of 294)
3. Three letters of recommendation (preferably from a supervising certified athletic trainer, supervising health professional, employer, or professor)
4. A grade of a B- or better in the following courses:
 - a. Anatomy and Physiology 8 credits
 - b. Biomechanics or Kinesiology 3 credits
 - c. Exercise Physiology 3 credits
 - d. Nutrition 3 credits
5. A grade of a C or better for the following courses:
 - a. General Biology 4 credits
 - b. Chemistry I 4 credits
 - c. Introduction to Psychology 3 credits
 - d. Math (algebra or above) 3 credits
 - e. Statistics 3 credits
6. 12 credits from the following courses:
 - a. Chemistry II 4 credits
 - b. Physics I 4 credits
 - c. Human Growth and Development 3 credits
 - d. Introduction to Athletic Training 3 credits
 - e. Strength and Conditioning 3 credits
 - f. Ethics 3 credits
 - g. Measurement and Evaluation 3 credits
 - h. Research Methods 3 credits
 - i. Upper Division Psychology 3 credits
 - j. Upper Division Health 3 credits
7. Current vaccinations for Hepatitis B, mumps, measles, rubella, tetanus, meningitis and diphtheria
8. Signed *Technical Standards for Athletic Training* form (available from the program)
9. Essay expressing interest in becoming a certified athletic trainer (ATC)
10. Proof of 50 hours of observation with a certified athletic trainer (ATC)
11. A Zoom™ (or similar) interview with the athletic training faculty

Admission to the MS in Athletic Training will be coordinated through the Athletic Training Centralized Application System (ATCAS) online system, which is similar to the current process for physical and occupational therapy. Students will submit all required materials for the program and University through this system.

Due to accreditation standards, along with space limitations at the primary clinical site associated with the program (Radford University's athletic department), 16 students will be the maximum number accepted into the proposed degree program each year. Transfer credit will be evaluated on a case by case basis.

Target Population

The program will recruit students from two primary populations. The first target market consists of undergraduate students majoring in exercise science, pre-physical therapy, nursing or pre-professional programs around the Commonwealth of Virginia and the United States. These individuals are interested in pursuing professional healthcare opportunities and athletic training is considered an allied health profession that is likely to interest these undergraduates. Specific to Radford University, the program will recruit students from the Allied Health Sciences (AHS) degree program. AHS students are preparing academically for graduate and professional healthcare degrees and traditionally have applied to programs in physical therapy and occupational therapy. However, recent trends have demonstrated that students are applying for entry-level master's programs in athletic training, a trend Radford University will utilize to recruit students from its own undergraduate population.

The second group of potential students consists of intercollegiate athletes. Students participating in intercollegiate athletics are exposed to the field of athletic training and therefore have some ownership of the discipline. However, athletes have traditionally been excluded from undergraduate programs in athletic training because of the demanding schedule of college athletics and the clinical demands of the degree. This issue is common at most institutions that participate in Division I athletics. Past departmental research has demonstrated that a high percentage of current athletes at Radford University would like to pursue a degree program in athletic training after their playing career. Fortunately, with the transition to graduate education, more intercollegiate athletes will be able to pursue this field upon graduation and Radford University intends to market to this population at institutions across Virginia (regardless of undergraduate major).

Curriculum

The proposed Master of Science in Athletic Training is a 61 credit hour non-thesis degree program.

The proposed curriculum will allow graduates to develop the knowledge, skills and abilities necessary for entry-level athletic trainers as outlined by the National Athletic Training Association. Completion of the program will allow graduates to sit for the Board of Certification exam to become a certified athletic trainer. Because accreditation standards dictate course content, the curriculum of the proposed program will offer content that is mandated for entry-level athletic trainers. Variation among institution programs can exist, however, in how this content is entered into courses and in course sequencing. The curriculum is blocked into seven specific content groupings to ensure students continually build knowledge and skills across each semester. These groups are:

Foundational Courses (12 Hours). These courses ensure that all entering students share the same fundamental knowledge necessary to advance through the program. A functional anatomy course and an emergency skills course are part of this sequence. These courses are taken during the first year of the program.

Competency Assessment Courses (7 Hours). These courses delivered only online cover a wide range of athletic training skills and knowledge that often correlate with other healthcare

and/or exercise professions. Specific competency assessment areas (in athletic training nomenclature) include the history and function of the athletic training profession, hydration and environmental illness, psychosocial factors impacting athlete healthcare, evidence-based practice, nutrition, professional communication skills, and pharmacology. The courses in this block, called competency-based assessments, are named to be consistent with accreditation standards.

Assessment and Evaluation (9 Hours). These courses address the knowledge and skills necessary to evaluate upper limb injuries, lower limb injuries, general medical conditions and injuries to the head, neck or spine. These assessment skills are basic competencies of a certified athletic trainer.

Therapeutic Interventions (9 Hours). Therapeutic interventions address the treatment of injuries for rehabilitation. Three courses exist in this sequence.

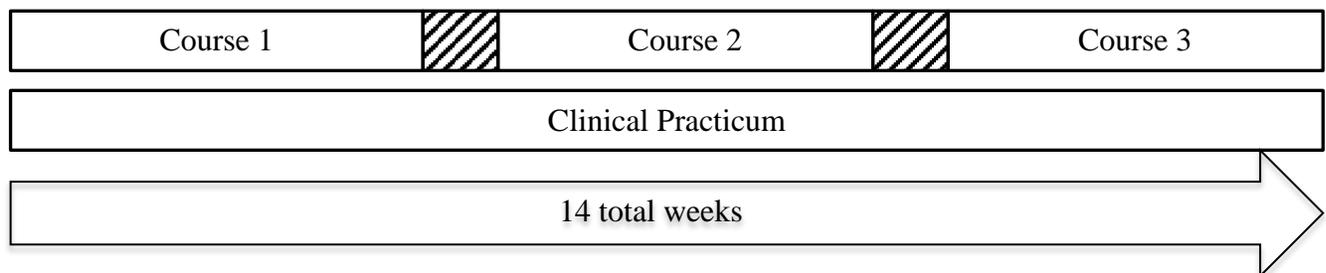
Practicum Experiences (12 Hours). This sequence allows students to complete two years of clinical placements (minimum 720 hours) under the direct supervision of a program preceptor. These experiences are semester long experiences (each fall and spring) that facilitate the integration of classroom knowledge into real world practice. During their last semester in the program, students will engage in an immersive clinical experience which will be a minimum of 4 weeks and no more than 7 weeks. This will require students to engage only in their clinical experience.

Content Support (6 Hours). An organization and administration course and a seminar course will also be offered to address the business and insurance components of the profession.

Research (6 Hours). In the second year of the program, students will complete a research course before completing a graduate project. The graduate project course is a collaboration between the student and his or her faculty advisor. The project will have a research component but can be research- or service-focused. The purpose of the project is to help students develop knowledge and skills applicable to individual professional goals and objectives.

Program Strengths

There are two primary strengths to the proposed program. First, didactic courses that deliver content knowledge will be offered through an innovative delivery method. Specifically, didactic content will be delivered in a compressed 4-week time block with a week off between each block. Simultaneously, a practicum course, one each fall and spring semester, will be offered across the entire semester so that students continually develop and master clinical skills in actual work settings. The actual course sequence for each semester can be found in the plan of study in Appendix B.



This delivery method will allow students to focus on one course at a time while cementing skills in actual work settings during clinical experiences.

A second strength of the program is cost. Radford University is offering a degree program of 61 hours, 5 credit hours shorter (and therefore less expensive) than the SCHEV-approved master's program in athletic training at George Mason University. Additionally, Radford University is offering courses during typical and atypical (wintermester and summer) semesters so that students graduate in two years, a year sooner than would be possible through course sequencing during traditional fall and spring semesters. Utilizing all possible academic semesters will save Radford University graduates a year of living expenses during degree completion.

All courses below are new courses.

Master of Science in Athletic Training

Foundation Courses (12 Hours)

| | | |
|----------|--|----------------|
| ATTR 601 | Foundational Clinical Skills in AT | 3 credit hours |
| ATTR 602 | Emergency Care and Planning | 3 credit hours |
| ATTR 603 | Structural and Functional Anatomy for the AT | 3 credit hours |
| ATTR 617 | General Medical | 3 credit hours |

Competency-Based Assessment Courses (7 Hours)

| | | |
|----------|---------------------------------|----------------|
| ATTR 604 | Competency-Based Assessment I | 2 credit hours |
| ATTR 614 | Competency-Based Assessment II | 3 credit hours |
| ATTR 624 | Competency-Based Assessment III | 2 credit hours |

Assessment for Evaluation (9 Hours)

| | | |
|----------|--|----------------|
| ATTR 605 | Assessment I – Lower Extremity Evaluation | 3 credit hours |
| ATTR 615 | Assessment II – Upper Extremity Evaluation | 3 credit hours |
| ATTR 625 | Assessment III – Head, Spine and Thorax | 3 credit hours |

Therapeutic Interventions (9 Hours)

| | | |
|----------|-------------------------------|----------------|
| ATTR 606 | Therapeutic Interventions I | 3 credit hours |
| ATTR 616 | Therapeutic Interventions II | 3 credit hours |
| ATTR 626 | Therapeutic Interventions III | 3 credit hours |

Practicum Experiences (12 Hours)

| | | |
|----------|---------------|----------------|
| ATTR 610 | Practicum I | 3 credit hours |
| ATTR 620 | Practicum II | 3 credit hours |
| ATTR 630 | Practicum III | 3 credit hours |
| ATTR 640 | Practicum IV | 3 credit hours |

Content Support (6 Hours)

| | | |
|----------|---------------------------------|----------------|
| ATTR 607 | Organization and Administration | 3 credit hours |
| ATTR 645 | Seminar in Athletic Training | 3 credit hours |

Research (6 Hours)

| | | |
|----------|------------------|----------------|
| ESHE 650 | Research Methods | 3 credit hours |
| ESHE 698 | Graduate Project | 3 credit hours |

The descriptions for the proposed courses are posted in Appendix C.

Time to Degree

The current degree program is designed to take students two calendar years to complete. The program will be administered in a cohort design with students beginning the first calendar year during the summer semester. Students complete the program in two calendar years, in 7 consecutive semesters (summer, fall, wintermester, spring, summer, fall, spring), and complete the certification exam (Board of Certification) during the final spring semester. The process for licensure can begin in their final semester, but relies on final Board of Certification status and cannot be completed until after the final semester.

Student Retention and Continuation Plan

The screening process is a proactive tool to ensure student retention and continuation. A minimum undergraduate GPA of 3.0 is required so that the program recruits, accepts and graduates students with the academic ability to be successful. Additionally, the prerequisite courses in anatomy, physiology, and kinesiology with a grade of B- or better ensure that students have the background to pursue an accredited athletic training education program. By screening students and ensuring sufficient pre-entry coursework, the program is protecting students from leaving before graduation due to insufficient knowledge or academic discipline.

Once accepted into the program, students will have access to multiple resources to ensure student success. Students will have full-time access to the Learning and Resource Center (LARC) at Radford University, a unit that assists students with writing, research, and other academic skills. In addition, faculty mentoring is key to any type of professional program and will be integral in this one. Students will be assigned a faculty advisor at the time they enter the program and will meet with their faculty advisor each semester to discuss program progress and register for future classes. The Department of Health and Human Performance mandates an advising day each semester so that students have the opportunity to meet individually with their assigned advisor to discuss program progress. Mentoring will also come from support personnel as various preceptors will help guide students in the acquisition of, and incorporation of, knowledge in the actual practice environment. Finally, students will have to meet minimum benchmarks in courses and in practical experience evaluations to continue in the program. The anticipated retention rate for students in the program is 90%.

Due to the intense and lock-stepped nature of the program of study, no probation is offered. However, extensive intrusive advising will be done with students who are demonstrating difficulty.

Faculty

Radford University has adequate faculty with necessary knowledge and adequate experience to lead students through the MS in Athletic Training program. The Department of Health and Human Performance supports nineteen full-time faculty. Two tenured faculty and one tenure track faculty member will teach courses in the proposed Athletic Training degree program. These faculty have written over 20 articles on athletic training and athletic training education and made over 50 presentations at regional and national conferences. All three faculty are nationally certified by the Board of Certification (BOC) for the Athletic Trainer and state licensed in the Commonwealth of Virginia. These three faculty member have combined experience of over 60 years in the field across multiple athletic training venues including university, high school and clinical athletic training settings. These faculty will be dedicated to the proposed program and will not have other course/curricula teaching requirements. Based on 5-year projections and the accreditation limit to program size, the Department of Health and Human Performance will have sufficient full-time faculty members to teach courses in the proposed program.

In addition to the athletic training faculty, adjunct professors are currently in place in the current undergraduate athletic training education program and will be available to teach courses as needed in the proposed graduate level program. One faculty member within the Department of Health and Human performance will help teach ESHE 650 Research Methods.

A brief description of faculty credentials is provided in Appendix D.

Program Administration

The MS in Athletic Training will be administered by a program director (one of the three full-time athletic training faculty lines). Consistent with Commission on Accreditation of Athletic Training Education accreditation guidelines, the program director is responsible for assurance of “ongoing compliance with the standards, planning, development, implementation, delivery, documentation and assessment of the program, clinical education, and the programmatic budget” (Standard 18)¹⁰. The program director has time reassigned from teaching one course each semester to perform administration duties so that he/she is able to teach in the program. The current undergraduate program director will serve in the same capacity for the MS in Athletic Training.

In addition, the program must have a faculty member functioning as a clinical education coordinator (Standard 22).¹¹ An athletic training faculty member serves in this capacity as well. This position is responsible for assuring “student clinical progression, clinical site evaluation, student evaluation, preceptor training and evaluation” (Standard 24).¹² This position has time reassigned from teaching one course each semester so that he/she also teaches in the program. Admission and advising responsibilities are shared among program faculty. No additional positions or support are needed to launch or sustain the program.

¹⁰ <https://caate.net/wp-content/uploads/2017/01/2012-Professional-Standards.pdf>

¹¹ Ibid.

¹² Ibid.

The administrative assistant in the Department of Health and Human Performance will provide support for the proposed program. The assistant will be responsible for administering faculty travel proposals and reimbursement, maintaining personnel records, and ordering equipment.

External Advisory Board

An advisory board for the athletic training program will be formed to ensure that the program meets current accreditation standards, is teaching current content, and is responsive to the needs of program stakeholders. Advisory board membership will include individuals with multiple types of expertise. Proposed board membership will consist of:

- Program Medical Director (M.D.) (1)
- Collegiate Athletic Trainers (2)
- High School Athletic Trainers (2)
- Clinical or other Athletic Trainer (1)
- Program Alumni (2)

Appendix E lists members of the external advisory board.

Student Assessment

The proposed master’s degree program in athletic training will assess the following student learning outcomes. Students will be able to:

1. Plan for emergency situations and perform emergency care on a patient.
2. Perform a comprehensive evaluation of injury or illness suffered by physically active populations.
3. Design and implement a comprehensive prevention and rehabilitation plan for a variety of patient conditions.
4. Demonstrate professional values and ethical behavior in the practice of athletic training.

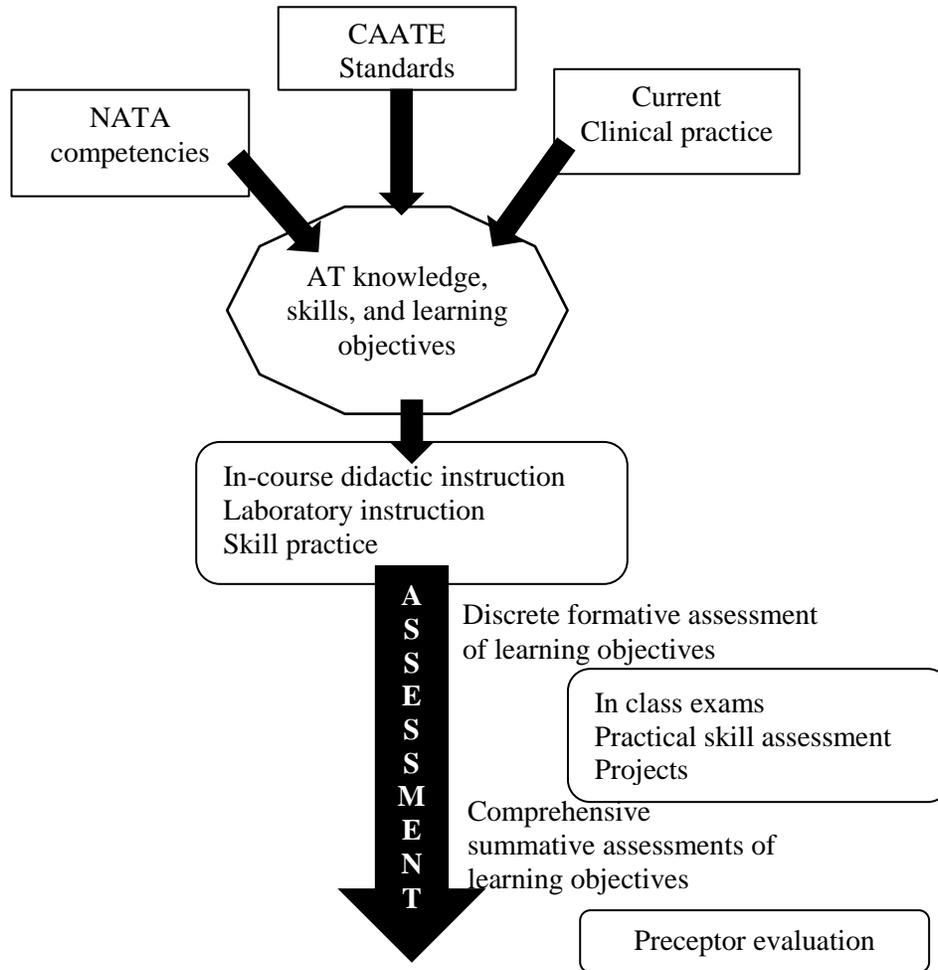
These learning outcomes, developed with the assistance of the Office of Institutional Effectiveness and Quality Improvement, include evaluation of both didactic coursework and experiential learning (under the supervision of a clinical preceptor). Measures of each learning outcome are shown in the curriculum map below.

Curriculum Map

| Learning Outcome | Courses | Measures |
|--|--------------------------------------|--|
| Plan for emergency situations and perform emergency care on a patient. | ATTR 602 – Emergency Care & Planning | <p>Practical exams graded with a rubric.</p> <p>Emergency action planning assignment graded with a rubric to assess student ability to design an emergency plan for a venue using current professional guidelines.</p> |

| | | |
|--|---|---|
| | ATTR 610 – Practicum I ATTR 620 – Practicum II ATTR 630 – Practicum III | Preceptor evaluations completed using developed rubrics to assess student capability to perform an injury and illness evaluation on actual patients in the field. |
| Perform a comprehensive evaluation of injury or illness suffered by physically active populations. | ATTR 605 – Assessment I ATTR 615 – Assessment II ATTR 617 – General Medical ATTR 625 – Assessment III | Practical exams will be graded on departmentally developed rubrics that will assess the knowledge and physical ability to perform an assessment. |
| | ATTR 610 – Practicum I ATTR 620 – Practicum II ATTR 630 – Practicum III | These evaluations will be done using developed rubrics, and will assess the capability of students to perform an injury and illness evaluation on actual patients in the field. |
| Design and implement a comprehensive prevention and rehabilitation plan for a variety of patient conditions. | ATTR 606 – Therapeutic Interventions I ATTR 616 – Therapeutic Interventions II ATTR 626 – Therapeutic Interventions III | Individual projects graded with rubrics. |
| | ATTR 616 – Therapeutic Interventions II ATTR 626 – Therapeutic Interventions III ATTR 630 – Practicum III | Preceptor evaluations completed using rubrics assessing the capability of students to perform assessments with actual patients in the field. |
| Demonstrate professional values and ethical behavior in the practice of athletic training. | ATTR 616 – Therapeutic Interventions II ATTR 626 – Therapeutic Interventions III ATTR 630 – Practicum III | Preceptor evaluations completed with rubrics to assess ability of students to exhibit professional behaviors in a variety of clinical placements. |

To assess these learning objectives, students will be assessed over individual discrete knowledge through written exams, practical exams and projects. Hands on clinical skills are evaluated in a multi-step process that progresses from discrete skill assessment in laboratory practical exams, to complete skill and knowledge integration in the clinical environment. A diagram of this process is below.



The graduate project is a final assessment that also allows students an opportunity to integrate experiential learning with course-based instruction. Upon completing the program, students will have the knowledge, skills, and abilities to complete the certification exam and serve as entry-level athletic trainers.

Employment Skills/Workplace Competencies

1. Prevent and care for athletic injuries and illness
2. Evaluate athletic injuries
3. Treat athletic injuries
4. Provide counseling and education to athletes
5. Coordinate and schedule medical coverage of competitions
6. Supervise, educate, and recruit athletic training support staff
7. Document injuries and treatments
8. Act as emergency care personnel

Program Assessment

Radford University requires that each academic program develops goals and outcomes, identifies appropriate measures for outcomes, conducts annual assessments, reports findings to the unit and other stakeholders, and develops plans for improvement based on progress toward goals. Assessment reports assist the College of Education and Human Development, and ultimately the University, with strategic planning and updates to the six-year budget plan.

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment. The department will administer annual assessments of student learning outcomes beginning in the first year, in accordance with the Office of Institutional Effectiveness and Quality Improvement's university-wide reporting requirements. The Department will also review athletic training faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Finally, the program director will share program outcomes with the external advisory board for guidance on future initiatives and strategies.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Office of Institutional Effectiveness and Quality Improvement and the Office of Institutional Research, will use institutional data, student and alumni surveys, and learning outcome assessments to write a program review report that describes how program goals and learning outcomes have been achieved. The report is reviewed by the College of Education and Human Development before being submitted to the Provost and Vice-President for Academic Affairs and the Office of Assessment. Feedback from both offices are used to enhance program planning. The program is scheduled to submit its first five-year review to the University's Academic Program Review Committee in 2024.

Benchmarks of Success

Based on the program assessments above, initial athletic training program benchmarks are identified as:

1. Accreditation status
 - a. Maintain accreditation in good standing with the Commission on Accreditation of Athletic Training Education (CAATE)
2. Pass Rates on the Board of Certification (BOC) examination
 - a. An 80% first time pass rate on the National Certification Examination
 - b. A 95% total pass rate on the National Certification Examination
3. Retention and Graduation Rates
 - a. A 90% retention and graduation rate
4. Graduate Satisfaction
 - a. 70% of graduates will indicate they were satisfied or highly satisfied with the program

The program actions for not achieving these benchmarks will include a review of the current curriculum along with program policies and procedures. If initial benchmarks are not met within

the first two graduation cohorts, the program will seek program improvement through direct feedback from:

- The external advisory board
- Program leaders at public SCHEV institutions serving similar students, and
- Commission on Accreditation of Athletic Training Education via review of comments from annual report.

Expansion of Existing Programs

The proposed program is an expansion of a currently-approved undergraduate program in athletic training. The approval of the graduate program will coincide with the discontinuance of the undergraduate degree in athletic training education. This transition is mandated by Commission on Accreditation of Athletic Training Education, the Board of Certification, and the National Athletic Trainers' Association. The first cohort of students for the graduate program in athletic training will be admitted in Summer 2019. The initial goal for the first graduate cohort is 16 students, a number dictated by accreditation standards based on current faculty and preceptors. This limit will allow for appropriate instruction while still accommodating the remaining undergraduate students. No other existing certificate, option, concentration, track, minor or major within the university will be affected.

No additional faculty will be required. Faculty currently teaching in the undergraduate program will be reallocated to the proposed graduate program. All the courses in the proposed graduate program are new.

Relationship to Existing Radford University Degree Programs

The graduate program will prepare allied health professionals and is therefore related to the Master of Occupational Therapy offered by the Waldron College of Health and Human Services. Both programs prepare students for licensure as allied health professionals but each profession serves a unique clientele. The athletic training program will complement, rather than compete with, the existing Master of Occupational Therapy. Furthermore, it will allow Radford University to reach more students and meet more employer demand for healthcare services. Radford University has been a successful educator of graduate allied health professionals and the graduate program in athletic training will enhance the array of offerings.

Compromising Existing Programs

A planned, concurrent teach-out of the undergraduate program has been approved by the Radford University Board of Visitors and a notification has been submitted to SCHEV. The phase-out for the undergraduate program will begin during the 2018-2019 academic year.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The primary duties of athletic trainers include the care, prevention and rehabilitation of injuries occurring in physically active populations.¹³ The increase in the need for this type of care is driven by several factors, including demographics, participation rates in athletic activities and a recognition by traditional healthcare providers like medical doctors of the value of partners in healthcare specifically trained for dealing with muscle and bone injuries and illnesses. Accreditation mandates are responding to these factors that are shaping the future of the profession.

Demographics

Specific to changing demographics, “growth in an increasingly active middle-aged and older population will likely lead to an increased incidence of athletic-related injuries.”¹⁴ The baby boomer population is aging and as they retire from the workforce are engaging in more active leisure opportunities than previous generations. Part of this growth is due to the technological advances increasing the opportunity to be active. Approximately 1 million people a year have hip, knee, or shoulder replacements that in turn increase the ability of older individuals to live more active lives.¹⁵ Unfortunately, as individuals exercise for longer periods of life, they experience more activity-related injuries. These injuries are typically treated by athletic trainers and as more of the American population exercises for longer periods of the lifespan, the need for athletic trainers increases.

The incomes of baby boomers is also driving the demand for qualified athletic trainers. With higher incomes to support leisure activities both in and prior to retirement, more people have the ability to use allied health professionals like athletic trainers to help keep them in good shape to participate in fitness regimens and recreational opportunities.¹⁶ Greater availability of healthcare insurance with the Affordable Care Act for those not yet eligible for Medicaid is also driving the ability of older adults to access trainers. In short, older adults are living longer and have more resources to support supplemental healthcare providers such as athletic trainers.

Participation Rates

The participation rates among youth and young adult athletes continue to grow. Specifically, participation levels in NCAA championship sports continue to rise and the total is approaching 500,000 student-athletes per year.¹⁷ The number of high school athletes has been increasing for 28 years, now approaching 8 million, and this trend shows no signs of declining.¹⁸ In the

¹³ <http://www.nata.org/career-education/career-center/post-a-job/sample-job-descriptions/clinical-athletic-trainer>

¹⁴ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>

¹⁵ <https://orthoinfo.aaos.org/en/treatment/shoulder-joint-replacement/>

¹⁶ US Physical Therapy, Inc. Retrieved on Dec. 21, 2017 from <http://corporate.usph.com/corporate/industry-overview.aspx>

¹⁷ <http://www.ncaa.org/about/resources/research/sports-sponsorship-and-participation-research>

¹⁸ <https://www.nfhs.org/articles/high-school-sports-participation-increases-for-28th-straight-year-nears-8-million-mark/>

Commonwealth alone, the Virginia High School League reported that approximately 200,000 students participate in interscholastic sports each year.¹⁹

Athletic trainers are synonymous with sport and “because athletic trainers are usually onsite with athletes and are often the first responders when injuries occur, the demand for trainers in schools should continue to increase.”²⁰ Athletic trainers are the primary healthcare providers for two important and essential components of athlete health. One, as advances in sport-related surgeries and treatments have improved, the need for athletic trainers to properly rehabilitate athletes has increased. Over the past two decades, improved arthroscopic surgery, anterior cruciate ligament (ACL) reconstruction, and elbow ligament reconstruction (e.g., Tommy John surgery) have all increased the number of youth and young adult athletes recovering and rehabilitating from these injuries.²¹ Athletic trainers are the primary healthcare provider for athlete rehabilitation and an increase in athletes with these injuries has driven the demand for those skilled to provide these services. Additionally, athletic trainers are the primary healthcare provider responsible for prevention, treatment, and management of concussions. As the awareness of concussion seriousness has entered into the national consciousness, the demand for trainers at all levels of sport will only increase over the next several decades. Concussion assessment and treatment are provided immediately during athletic contests and athletic trainers are the primary, if not the only, healthcare option for this service. With the participation rates in sport ever expanding and the inability to remove concussion risk from sport, the demand for qualified athletic trainers will continue to increase.

Recognition by Healthcare Providers

In 1989, athletic training was recognized as a sub-discipline by the American Medical Association. Since that time, the demand for certified trainers increased sharply in healthcare settings including outpatient rehabilitation clinics, hospitals and physician offices.²² As of 2017, approximately 20% of all certified athletic trainers work in clinics, hospitals, or emerging settings (e.g., military) demand in these settings is expected to increase.²³

Accreditation Mandate

The skill set required of entry-level professionals is now greater and obtaining these skills demands that athletic trainers be more qualified and better trained. Entry-level trainers now need advanced degrees in athletic training to meet the very diverse healthcare requirements of a varied patient population. Professional athletic trainers with advanced degrees will be better prepared to provide injury prevention, acute injury care, and injury rehabilitation of injuries across athletic, clinical, healthcare, and emerging settings.

In response, in 2015, the Board of Directors for the National Athletic Trainers’ Association and the Commission on Accreditation of Athletic Training Education decided to move the professional degree for athletic training to the master’s level.²⁴ Complete details about this

¹⁹ <http://www.vhsl.org/about.participation>

²⁰ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>

²¹ Potteiger, J. (2014). ACSM’s Introduction to Exercise Science (2nd Edition). Philadelphia, PA: Lippincott, Williams & Wilkins.

²² <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-3>

²³ <https://www.nata.org/about/athletic-training/job-settings>

²⁴ <https://atstrategicalliance.org/strategic-alliance-degree-statement>

change can be found online.²⁵ Radford University has offered athletic training as a degree at the undergraduate level since 2001, and desires to continue that degree offering. With the new accreditation mandate, the degree will have to be at a master’s level.

Employment Demand

The demand for allied healthcare workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from three sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements. The Bureau of Labor Statistics Occupational Outlook Handbook indicates that employment of athletic trainers is projected to grow 22 percent from 2016 to 2026, much faster than the average for all occupations.²⁶ Because of the requirements by college and healthcare employers, many applicants will be required to have a master’s degree. BLS explicitly notes that, “Job prospects will be best for candidates with a bachelor’s or master’s degree from a program that is accredited by the Commission on Accreditation of Athletic Training Education and for those who have certification from the Board of Certification for the Athletic Trainer.”²⁷

Employment Projections Data for Athletic Trainers, 2016-2026²⁸

| Occupational Title | SOC Code | Employment, 2016 | Projected Employment, 2026 | Change, 2016-26 | |
|---------------------------|-----------------|-------------------------|-----------------------------------|------------------------|----------------|
| | | | | Percent | Numeric |
| Athletic Trainers | 29-9091 | 27,800 | 34,000 | 22 | 6,200 |

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with athletic training projected to have more job openings than candidates.

Occupational Projections (Long-term) for Athletic Trainers in Virginia in 2014-2024

The table below shows the long term employment projections for Athletic Trainers in Virginia for the 2014-2024 projection period.

| 2014 Estimated Employment | 2024 Projected Employment | Total 2014-2024 Employment Change | 2014-2024 Annual Avg. Percent Change | Total Percent Change |
|----------------------------------|----------------------------------|--|---|-----------------------------|
| 668 | 819 | 151 | 2.06% | 22.60% |

Source: Virginia Employment Commission, Industry and Occupational Projections
 Downloaded: 01/26/2018 4:40 PM²⁹

See Appendix F for sample job announcements.

²⁵ <http://caate.net/the-professional-degree/>

²⁶ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

²⁷ Ibid.

²⁸ Ibid.

²⁹ <https://data.virginialmi.com>

Student Demand

Two forms of evidence, a student survey and enrollment data, were evaluated to assess student demand. Results and evaluation of each are below.

Student Survey

During the 2017-2018 academic year, the athletic training faculty administered a student interest survey to current students enrolled in general health classes. The feedback below is from all submitted surveys ($N = 52$):

- 54% of students indicated that they would be likely or extremely likely to enroll in a Masters of Athletic Training program at Radford University
- 48% indicated that they would be likely or extremely likely to enroll within the next two years.

See Appendix G for the original survey. Results are included as a separate document behind the survey.

Enrollment Data

These survey data are supported by enrollment in the undergraduate Athletic Training major over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., high school level, collegiate level). The demand for Athletic Training major is already established in the department and, based on the projected job growth, the student demand for this program will remain high. As an example, the GPA requirement for the program increased in 3.0 in Fall 2016 and although enrollment expectedly declined, the number of students pursuing and qualifying for this program remains high.

Undergraduate Athletic Training Enrollment, Department of HHP

| Enrollment | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Athletic Training | 109 | 123 | 135 | 146 | 91 |
| Health and Human Performance | 833 | 865 | 852 | 775 | 699 |

Athletic Training Graduates, Department of HHP

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| Athletic Training | 15 | 10 | 12 | 6 | 20 |

Since the master's program in athletic training is new, graduate-level enrollment data are not available for review. However, based upon the projected job growth, the demand for the master's degree in athletic training is expected to be high. Due to accreditation standards relative to faculty-student ratios, each cohort of students will be limited to 16 students and the department expects the program to maintain 32 students by 2022-2023.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

| Year 1 | | Year 2 | | Year 3 | | Year 4 Target Year (2-year institutions) | | | Year 5 Target Year (4-year institutions) | | |
|--------------------|-----------|--------------------|-----------|--------------------|-----------|--|-----------|-------|--|-----------|-----------|
| <u>2019 - 2020</u> | | <u>2020 - 2021</u> | | <u>2021 - 2022</u> | | <u>2022 - 2023</u> | | | <u>2023 - 2024</u> | | |
| HDCT | FTES | HDCT | FTES | HDCT | FTES | HDCT | FTES | GRAD | HDCT | FTES | GRAD |
| <u>16</u> | <u>16</u> | <u>32</u> | <u>32</u> | <u>32</u> | <u>32</u> | <u>32</u> | <u>32</u> | _____ | <u>32</u> | <u>32</u> | <u>15</u> |

Assumptions:

- Retention percentage: 90%
- Percentage of full-time students: 100%
- Full-time students credit hours per semester: 12
- Full-time students graduate in 2 years

Duplication

George Mason University offers a Master of Science in Athletic Training, the only comparable program in the Commonwealth. Due to accreditation standards guiding each program, the curricula at Radford University and George Mason University are very similar. Both programs offer functional anatomy, therapeutic intervention courses, upper and lower body physical assessments, an administration and organization class, practicum coursework, and research. The primary distinction between programs is that George Mason offers a specialization in pediatric sports medicine whereas Radford University is a generalist degree. Current enrollment and graduation data are not yet available for George Mason University as the program has recently started. The proposed graduate program at Radford will provide the most cost effective program in Virginia for students. The tuition for graduate study is \$482 per credit hour and the Radford program is 5 credit hours less than the program offered by George Mason University.

Projected Resource Needs for the Proposed Program

Resource Needs

The proposed MS in Athletic Training program and the Health and Human Performance Department have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Summer 2019 semester through the target year 2023-2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on a ratio of student

enrollment to faculty effort of seven (7) FTE students per FTE faculty. Given targeted enrollment of 32 in total including both years, the department will need to allocate 4.5 FTE to the proposed program by the second year. Because Radford University currently administers the CAATE-approved undergraduate program through three full-time faculty, by reallocating these faculty to the graduate program, no additional permanent faculty lines will be required.

Full-Time Faculty

Four (4) faculty in the Department of Health and Human Performance will teach in the proposed program. Three faculty will dedicate 100% of their teaching load (3 FTE). These faculty will be reallocated from the existing undergraduate degree program in Athletic Training.

The reallocation of faculty to the proposed MS program while the undergraduate program is being taught out will require a full-time temporary 2-year position (AY 2019-2020 and 2020-2021) for the undergraduate program.

The proposed MS will require 2.25 FTE in 2019, rising to 4.5 FTE in the second year.

Part-Time Faculty

One faculty member from the Department of Health and Human Performance will teach part-time in the proposed graduate degree program. One faculty member will be assigned to ESHE 650 – Research Methods (3 credit hours). The program will require 0.25 FTE the first year and 0.50 FTE in all future years.

Adjunct Faculty

Three adjunct faculty will assist in teaching Athletic Training courses. No adjunct faculty will be needed in the initial year. The proposed degree program will require 1.00 of adjunct effort by the second year so one of the three will teach two courses. All adjunct faculty will be paid at the same rate of \$1,100 per credit hour. Adjunct faculty are not paid benefits. Funds currently used to fund adjuncts teaching in the undergraduate program will be reallocated to the proposed graduate program.

Graduate Assistants

Three half-time research graduate assistants will aid in research initiatives within the department. The cost of these 10-hour/ week positions is \$4,500.00 a year each for a total of \$13,500.00.

Classified Positions

An administrative assistant currently employed by Department of Health and Human Performance will support the proposed degree program. The program will require one-sixth, or 0.17 FTE, of classified support to initiate and this level of support will remain constant through the target year. One-sixth of the salary paid to the current administrative assistant, \$4,585 plus \$1,376 in benefits, will be reallocated from support for the discontinued undergraduate program to support the proposed degree program. No additional classified positions are needed.

Program preceptors (athletic trainers and healthcare providers in active settings) are the backbone of the clinical education of students in the program. According to accreditation Standard 37, preceptors are responsible for supervision, instruction, assessment of clinical

proficiency and the integration of skill and decision making processes. These preceptors must be licensed by the Commonwealth of Virginia and are nationally certified. A stipend of \$150.00/student per semester needs to be provided to preceptors supervising students. The total cost per year once the program is fully enrolled will be \$9,600.00/year. Preceptors currently supervise approximately 100 undergraduate students in the undergraduate athletic training program and the new program will actually enable a reduction of responsibilities for these individuals.

Targeted Financial Aid

No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment

No new equipment, including computers, is required to launch or maintain the proposed program.

Library

No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications of Athletic Training. As a member of the Virtual Library of Virginia, on-line access to journals is also available.

Telecommunications

The proposed program requires no new telecommunications to initiate or sustain the proposed program.

Space

The proposed program will not require additional space to launch or sustain the proposed program.

Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes No
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes No
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes No
- Will each type of space for the proposed program be within projected guidelines? Yes No
- Will a capital outlay request in support of this program be forthcoming? Yes No

| Part B: Fill in the number of FTE and other positions needed for the program | | | | |
|--|---------------------------------|--------------------|---|----------------------------|
| | Program Initiation Year | | Expected by Target Enrollment Year | |
| | 20__ - 20__ | | 20__ - 20__ | |
| | On-going and reallocated | Added (New) | Added (New)*** | Total FTE positions |
| Full-time faculty FTE* | 2.00 | | 1.00 | 3.00 |
| Part-time faculty FTE** | 0.25 | | 0.25 | 0.50 |
| Adjunct faculty | 0.50 | | 0.50 | 1.00 |
| Graduate assistants (HDCT) | 1.50 | | | 1.50 |
| Classified positions | 0.17 | | | 0.17 |
| TOTAL | 4.42 | 0.00 | 1.75 | 6.17 |
| *Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit. | | | | |
| *** Added after initiation year | | | | |

Part C: Estimated resources to initiate and operate the program

| | Program Initiation Year | | Expected by Target Enrollment Year | |
|--|-------------------------|------|------------------------------------|-----------|
| | 20__ - 20__ | | 20__ - 20__ | |
| Full-time faculty | 2.00 | 0.00 | 1.00 | 3.00 |
| salaries | \$140,000 | | \$70,000 | \$210,000 |
| fringe benefits | \$42,000 | | \$8,086 | \$50,086 |
| Part-time faculty (faculty FTE split with unit(s)) | 0.25 | 0.00 | 0.25 | 0.50 |
| salaries | \$17,500 | | \$17,500 | \$35,000 |
| fringe benefits | \$5,250 | | \$5,250 | \$10,500 |
| Adjunct faculty | 0.50 | 0.00 | 0.50 | 1.00 |
| salaries | \$6,600 | | \$6,600 | \$13,200 |
| fringe benefits | | | | \$0 |
| Graduate assistants | 1.50 | 0.00 | 0.00 | 1.50 |
| salaries | \$13,500 | | | \$13,500 |
| fringe benefits | | | | \$0 |
| Classified Positions | 0.17 | 0.00 | 0.00 | 0.17 |
| salaries | \$9,385 | | \$4,800 | \$14,185 |
| fringe benefits | \$2,816 | | | \$2,816 |

| Personnel cost | | | | |
|-------------------------|------------------|------------|------------------|------------------|
| salaries | \$186,985 | \$0 | \$98,900 | \$285,885 |
| fringe benefits | \$50,066 | \$0 | \$13,336 | \$63,402 |
| Total personnel cost | \$237,051 | \$0 | \$112,236 | \$349,287 |
| Equipment | \$0 | | \$0 | \$0 |
| Library | \$0 | | \$0 | \$0 |
| Telecommunication costs | \$0 | | \$0 | \$0 |
| Other costs | \$0 | | \$0 | \$0 |
| TOTAL | \$237,051 | \$0 | \$112,236 | \$349,287 |

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

| Funding Source | Program initiation year 2019-2020 | Target enrollment year 2023-2024 |
|---|--------------------------------------|-------------------------------------|
| Reallocation within the department <i>(Note below the impact this will have within the department.)</i> | \$223,551 | \$335,787 |
| Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i> | | |
| Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i> | \$13,500 | \$13,500 |
| Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i> | | |

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Faculty, full-time, part-time and adjunct currently teaching in the undergraduate program will be reallocated to the graduate program. Administrative support currently provided for the undergraduate program will be reallocated to the graduate program. Program preceptors currently provided for the undergraduate program will be reallocated to the graduate program.

Reallocation within the institution

The College of Graduate Studies and Research will provide the funding for the graduate assistants.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A – Abbreviated Commission on Accreditation of Athletic Training Education (CAATE) Standards of Accreditation³⁰ and National Athletic Trainers’ Association (NATA) Competencies

| General Content Area | Sample Standards (Specific Number) |
|--|---|
| Sponsorship | CAATE accredited professional athletic training programs must result in the granting of a master’s degree in Athletic Training (2). |
| Outcomes | There must be a comprehensive assessment plan to evaluate all aspects of the educational program (4). |
| Personnel | The program director must be a full-time employee of the sponsoring institution (14). |
| Program Delivery (includes didactic, laboratory, and clinical education courses) | The content of the curriculum must include formal instruction in the current version of the athletic training knowledge, skills, and abilities (42). |
| Health & Safety | Technical standards required for completion of the program must be clearly defined, published, approved by appropriate institutional representatives and be publicly accessible (64). |
| Financial Resources | The program must receive adequate, equitable, and annually available resources necessary to meet the program’s size and documented mission and outcomes. Funding must be commensurate with other comparable healthcare programs (81). |
| Facilities and Instructional Resources | The number and quality of instructional aids must meet the needs of the program (84). |
| Operational Policies and Fair Practices | All program documents must use accurate terminology of the profession and program offered [e.g., BOC certification, athletic training student, and the program title of athletic training] (89). |
| Program Description & Requirements | Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them (91). |
| Student Records | Program must maintain appropriate student records. These records, at a minimum, must include program admission application and supporting documents (100). |
| Distance Learning Sites (if applicable) | All educational technology used for formal instruction and assessment must be |

³⁰ <https://caate.net/pp-standards/>

| | |
|--|---|
| | comparable and equally accessible to all students regardless of location (107). |
|--|---|

In addition to the CAATE accreditation *Standards*, the curriculum also includes *Competencies* required of certified athletic trainers. The *Competencies in Athletic Training (Competencies)*, developed by the National Athletic Trainers' Association (NATA) define the knowledge, skills and abilities required of trainers.³¹ *Competencies* include:

1. Evidence-based practice
2. Prevention & Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration, and
8. Professional Development and Responsibility.

Both documents serve to direct accreditation and the current curriculum was developed to comply with both for accreditation purposes.

³¹ https://www.nata.org/sites/default/files/competencies_5th_edition.pdf.

Appendix B – Program of Study

| Master of Science Degree in Athletic Training (61 Credit Hours) | | | | | |
|--|--|----|-----------------|---|-----|
| Year 1 | | | Year 2 | | |
| Summer Semester | | Cr | Summer Semester | | Cr. |
| ATTR 604 | Competency-Based Assessment I | 3 | ATTR 624 | Competency-Based Assessment III | 2 |
| ATTR 601 | Foundational Clinical Skills in AT | 3 | ESHE 650 | Research Methods | 3 |
| ATTR 602 | Emergency Care and Planning | 3 | | | |
| | | | | | |
| Fall Semester | | | Fall Semester | | |
| ATTR 603 | Structural and Functional Anatomy for the AT | 3 | ATTR 625 | Assessment III - Head, spine and Thorax | 3 |
| ATTR 605 | Assessment I - Lower Extremity Evaluation | 3 | ATTR 626 | Therapeutic Interventions III | 3 |
| ATTR 606 | Therapeutic Interventions I | 3 | ATTR 607 | Organization and Administration | 3 |
| ATTR 610 | Practicum I | 3 | ATTR 630 | Practicum III | 3 |
| Wintermester | | | | | |
| ATTR 614 | Competency Based Assessment II | 3 | | | |
| Spring Semester | | | Spring Semester | | |
| ATTR 615 | Assessment II - Upper Extremity Evaluation | 3 | ATTR 640 | Practicum IV | 3 |
| ATTR 616 | Therapeutic Interventions II | 3 | ESHE 698 | Graduate Project | 3 |
| ATTR 617 | General Medical | 3 | ATTR 645 | Seminar in Athletic Training | 2 |
| ATTR 620 | Practicum II | 3 | | | |

| | |
|------------------------------|-----------|
| Credit Hours – Year 1 Summer | 9 |
| Credit Hours – Year 1 Fall | 12 |
| Credit Hours – Year 1 Winter | 3 |
| Credit Hours – Year 1 Spring | 12 |
| Credit Hours – Year 2 Summer | 5 |
| Credit Hours – Year 2 Fall | 12 |
| Credit Hours – Year 2 Winter | 0 |
| Credit Hours – Year 2 Spring | 8 |
| TOTAL CREDIT HOURS | 61 |

Appendix C – Course Descriptions

All ATTR courses are new.

ATTR 601 Foundational Clinical Skills in Athletic Training (3 credits)

Didactic and psychomotor skill instruction in various athletic training skills required for initial matriculation into the athletic training program. Topics covered include taking and recording vital signs, taping, wrapping, splinting, and basic modality theory and application.

ATTR 602 Emergency Care and Planning (3 Credits)

The course is designed to provide knowledge and experience in emergency care procedures, blood borne pathogens, and first aid. The course will also review the essential elements of emergency action plans required in athletic training settings.

ATTR 603 Structural and Functional Anatomy for the Athletic Training (3 Credits)

The course is designed to provide information about the human anatomic structure and function necessary for athletic trainers to prevent, treat and care for injury.

ATTR 604 Competency-Based Assessment I (2 Credits)

This is an online, self-paced course covering various Athletic Training competencies as identified by the National Athletic Trainers' Association. Specific topics in this course include basic documentation strategies, the history and scope of the athletic training profession and environmental heat and cold illnesses.

ATTR 605 Assessment I - Lower Extremity Evaluation (3 Credits)

This course involves the study of evaluation techniques of injuries to the lower extremities including the hip/pelvis, thigh, knee, lower leg, ankle, foot, and toes. For each joint, students will learn the anatomy, injury recognition, muscle and range of motion testing, and special testing used to perform a thorough assessment. Treatment protocols and preventative measures for important injuries will all be discussed. Classroom and skill laboratory sessions are designed to introduce the learner to proper evaluation techniques of the lower extremity that are needed in various athletic training clinical settings.

ATTR 606 Therapeutic Interventions I (3 Credits)

This course includes didactic and psychomotor skill instruction in modalities used in the initial stages of injury, and therapeutic exercise rehabilitation of the lower extremity.

ATTR 607 Organization and Administration (3 Credits)

This course will provide an overview of the administrative concepts and organizational skills and abilities that are required of athletic trainers in a variety of healthcare settings. Specific settings include both traditional (e.g., professional sports, universities, and secondary schools) and non-traditional (e.g. rehabilitation clinics, hospitals, and industry) work settings.

ATTR 610 Practicum I (3 Credits)

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct

supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

ATTR 614 Competency-Based Assessment II (3 Credits)

This is an online, self-paced course covering various Athletic Training competencies as identified by the National Athletic Trainers' Association. Specific topics in this course include evidence based practice, nutrition for the athlete, and general health and wellness.

ATTR 615 Assessment II - Upper Extremity Evaluation (3 Credits)

This course involves the study of evaluation techniques of injuries to the upper extremities including the shoulder, elbow, forearm, wrist, hand, and fingers. For each joint, students will learn the anatomy, injury recognition, muscle and range of motion testing, and special testing used to perform a thorough assessment. Treatment protocols and preventative measures for important injuries will all be discussed. Classroom and skill laboratory sessions are designed to introduce the learner to proper evaluation techniques of the upper extremity that are needed in various athletic training clinical settings.

ATTR 616 Therapeutic Interventions II (3 Credits)

This course includes didactic and psychomotor skill instruction in electrical modalities and therapeutic exercise rehabilitation of the upper extremity. Post-surgical rehabilitation for both upper and lower extremities will also be discussed.

ATTR 617 General Medical

This course focuses on the clinical signs and symptoms of pathology, which will allow the practicing athletic trainer to recognize common systemic illness and associated conditions. This course introduces the learner to the knowledge and skills needed to recognize and differentiate signs and symptoms produced by systemic disease. The course is organized by conditions and diseases of the major body systems including the cardiovascular, pulmonary, neurological, psychological and immunological systems.

ATTR 620 Practicum II (3 Credits)

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

ATTR 624 Competency-Based Assessment III (2 Credits)

This is an online, self-paced course covering various Athletic Training competencies as identified by the National Athletic Trainers' Association. Specific topics in this course include clinical outcomes assessment, anatomical and physiologic changes across the lifespan, psychosocial issues related to healthcare and basic pharmacology principles.

ATTR 625 Assessment III - Head, Spine and Thorax (3 Credits)

This course involves the study of evaluation techniques of injuries to the head and spine including the head, face, cervical spine, thoracic spine, lumbar spine, and the unconscious patient. For each joint, students will learn the anatomy, injury recognition, muscle and range of

motion testing, and special testing used to perform a thorough assessment. Treatment protocols and preventative measures for important injuries will all be discussed. Classroom and skill laboratory sessions are designed to introduce the learner to proper evaluation techniques of the head and spine that are needed in various athletic training clinical settings.

ATTR 626 Therapeutic Interventions III (3 Credits)

This course includes didactic and psychomotor skill instruction various modalities and therapeutic exercise rehabilitation for the spine. Information about the nutritional and psychological components of rehabilitation will also be discussed.

ATTR 630 Practicum III (3 Credits)

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

ATTR 640 Practicum IV (3 Credits)

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

ATTR 645 Seminar in Athletic Training (3 Credits)

The course is a professional seminar course designed to serve as a gateway to the profession for graduating students.

ESHE 650 Research Methods (3 Credits)

This course will cover basic principles of research related to public health issues including causal inference, the role of hypotheses, criteria for developing hypotheses, research designs, and data collection techniques.

ESHE 698 Graduate Project (3 Credits)

Supervised development of a one-semester scholarly, entrepreneurial or administrative project that synthesizes the student's educational and clinical experience. Topics for projects are chosen collaboratively by the student and a program faculty member. Final topics will be presented in a student forum.

Appendix D – Abbreviated CVs for Faculty

Department of Health and Human Performance

Angela Mickle, Ph.D. in Educational Administration, 2001. New Mexico State University. Professor. Specialization: Athletic Training.

Michael Moore, Ph.D. in Curriculum and Instruction, 2005. Virginia Tech. Associate Professor. Specialization: Athletic Training.

Ellen Payne, Ph.D. in Educational Leadership, 2012. University of Nevada. Assistant Professor. Specialization: Athletic Training.

Scott Kincaid, M.D., FACSM., 1983. Eastern Virginia School of Medicine. Athletic Training Program Medical Director. Adjunct Faculty. Specialization: General Medicine/Sports Medicine

Melissa Grim, Ph.D. in Exercise Science, 2003. The Ohio State University. Professor. Specialization: Health Education and Health Promotion.

Appendix E – External Advisory Board

Dr. Scott Kincaid, M.D., Program Medical Director
Carilion Clinic

Mr. John Shiflett, M.S., ATC, Assistant Athletic Trainer
Radford University

Ms. Samantha Cooper, M.S., ATC, Athletic Trainer
Auburn High School

Ms. Amy Davis, M.S., ATC, Clinical Athletic Trainer
Emory & Henry College

Mr. Ernest Eugene, M.S., ATC, Assistant Athletics Director, Sports Medicine
Virginia Tech

Ms. Jackie Snell, M.S., Pulaski County High School Athletic Trainer
Radford University Alumna

Mr. Adam Viet, M.S., ATC, Swimming Athletic Trainer, Virginia Tech
Radford University Alumnus

Dr. Alex Siyufy, D.P.T., ATC, Associate Professor of Physical Therapy
Radford University

Appendix F –Employment Demand

Appendix G – Student Survey

Radford University is developing a Master's degree in Athletic Training for implementation in Summer 2019. The program is intended to prepare students to become entry-level athletic trainers. After completing this program, students will be able to sit for the Board of Certification exam to become a certified athletic trainer.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at mmoore@radford.edu if you would like more information about the proposed program.

Thank you.

1. If a Master's degree program in Athletic Training were required for you to become a certified athletic trainer, and it were offered in the Department of Health and Human Performance, how likely would you be to enroll?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
2. How interested are you in pursuing an entry-level master's degree in Athletic Training in the next two years?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
3. What is your current academic classification?
 - a. Freshman or Sophomore
 - b. Junior or Senior

Survey responses

Students in the Department of Health and Human Performance and athletes at Radford University were asked to complete an interest survey regarding a prospective Master of Science program in Athletic Training. Fifty-two students completed the survey.

1. If a Master's degree program in Athletic Training were required for you to become a certified athletic trainer, and it were offered in the Department of Health and Human Performance, how likely would you be to enroll?
Extremely Likely or Somewhat Likely = 28
2. How interested are you in pursuing an entry-level master's degree in Athletic Training in the next two years?
Extremely Likely or Somewhat Likely = 25

SECTION II: DEMOGRAPHIC INFORMATION

3. What is your current academic classification?

Freshman or Sophomore =14

Junior or Senior = 38



(<http://www.nata.org>)

in (https://www.linkedin.com/groups?home=&gid=819297&trk=anet_ug_hm) Y

(<https://twitter.com/nata1950>) O

(<https://vimeo.com/nata1950>)

f

(<https://www.facebook.com/NATA1950>)

Employers Job Seekers Welcome
Michael

National Athletic Trainers' Association Career Center

Enter Keyword or Job Title All States

Home (<http://jobs.nata.org>) Search Jobs (/jobseeker/search/results/) Athletic Trainer

Hampton University
Athletic Trainer

Apply Now

Print R save Share call 560-3647)

Description

<https://jobs.nata.org/nob/athletic-trainer/38909894/>

1/4

Summary of essential job functions

Sport Assignment: Football & Men's Lacrosse

Provide a high-level of medical service delivery, including care, prevention, treatment, and rehabilitation of athletic injuries and illnesses to all student-athletes.

Provide effective written and oral communication between student athletes, coaches, administrators, and Team Physicians regarding the status and progress of injured participants.

Develop and maintain effective working relationships with Sports Medicine Staff and relevant Athletic Department personnel.

As appropriate, make timely referrals to Team Physicians for further assessment, testing, and evaluation.

Monitor and coordinate care of assigned teams and others as identified by the Head Athletic Trainer.

Provide coverage for on-site and away practices and competitions for assigned teams.

Provide injury assessment at home and away venues and in the athletic training room.

Make withhold and/or return-to-play decisions during practices and competitions.

Ensure emergency readiness at all sanctioned practices and events. Maintain and practice emergency protocols including CPR, two-way communication, emergency transportation and evacuation, liaison with emergency transport carriers and emergency departments.

Ensure student-athlete compliance with Team Physician treatment guidelines.

Maintain and upkeep of Athletic Training Center and satellite facilities as designated.

Fit appliances, braces and devices for control of joint motion and limb protection.

Assure confidentiality of student-athlete medical records.

Supervise and mentor Sports Medicine students.

Assist with the coordination of Pre-Participation examinations.

Provide leadership in administrative areas, as assigned by the Director of Athletic Training.

Maintain a safe environment for the student-athlete at home venues including preparation of the venue, hydration, field supplies, preparation for emergency care and evacuation, attention to injury prevention, general safety and environmental concerns.

Develop competency with training and adherence to appropriate regulatory requirements (HIPAA, blood borne pathogens, annual immunizations, etc.)
Travel, evening and weekend work is expected. Other tasks as assigned by the Head Athletic Trainer.

Requirements

<https://jobs.nata.Org/job/athletic-trainer/38909894/>

214

Qualifications

Minimum requirements:

Current NATABOC certification required.

Master's Degree in Athletic Training or related field required.

1-2 years post Master's experience as a Certified Athletic Trainer at the college or university level and experience working with high caliber athletes highly preferred.

Outstanding communication and interpersonal skills required.

Current CPR, First Aid, and AED certification required.

PHYSICAL REQUIREMENTS*:

Frequently stand/walk, sit, and use a telephone.

Occasionally perform desk-based computer tasks, twist/bend/stoop/squat, grasp lightly fine manipulation, grasp forcefully; rarely writing by hand, sort/file

paperwork or parts, kneel/crawl, operate foot and/or hand controls, lift/carry/push/pull objects that weigh up to 40 pounds.

Abilities required:

Ability to work long hours with irregular schedules is required.

Ability to engage in physically demanding, manual tasks are required.

Job Information

| | | |
|--|--------------------|--------------------|
| Location: | Job ID: | Posted: |
| Hampton, Virginia, 23601, United States | 38909894 | January 9, 2018 |
| Position Title: | Company Name: | Job Settings: |
| Athletic Trainer | Hampton University | College/University |
| Entry Level: | Job Type: | Job Duration: |
| Yes | Full-Time | Indefinite |
| Min Education; | Min Experience: | Required |
| Master's Degree | 1-2 Years | Travel: |
| Salary: | | 25-50% |
| \$38,000.00 - \$45,000.00 (Yearly Salary) | | |

Jobs You May Like

Athletic Trainer (/job/athletic-trainer/39404806/)

VCU Health system

Richmond, VA, United States

<https://obs.nata.org/job/athletic-trainer/38909894/>

Athletic Trainer (/job/athletic-trainer/22256871/)

CHILDREN'S HOSPITAL OF THE...

NORFOLK, VA, United States

2/29/2218

CHESAPEAKE, VA, United States

Athletic Trainer (/job/athletic-trainer/39320845/)

Athletic Trainer (/job/athletic-trainer/16003601/)

Briotix
Colonial Heights, VA, United States

CHILDREN'S HOSPITAL OF THE...

Job sites powered by yourmembership
U/www.yourmembership.com/products/career-center/)

Site Map (/sitemap/)2018 NATA - National Athletic Trainers' Association. All Rights Reserved.

Terms of use (/jobseeker/terms/)

1620 Valwood Parkway ste 115,

Privacy Policy

Carrollton, Texas 75006

(/jobseeker/privacy/)

(972) 532-8897

○ (<http://twitter.com/nata1950>)

○ (<http://www.facebook.com/NATA1950?ref=sgm>)

 (http://www.linkedin.com/groups?home=&gid=819297&trk=anet_ug_hm)



In (https://www.linkedin.com/groups?home=&gid=819297&trk=anet_ug_hm) Y
(<https://twitter.com/nata1950>) O (<https://vimeo.com/nata1950>) f
(<https://www.facebook.com/NATA1950>)

National Athletic Trainers' Association Career Center

Enter Keyword or Job Title AllStates

Home (<http://jobs.nata.org> Search Jobs Ujobseeker/search/resultsf) Athletic Trainer

CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS HEALTH SYSTEM
(/jobseeker/company/136600/chidrens-hospitalof-the-kings-daughters-health-
system?job=16003601)

Athletic Trainer

Apply Now

e Print R Save Share

Description

Facility: Children's Hospital of The Kings Daughters Health System

ATC Chesapeake Schools I ATC Virginia Beach Schools

The Clinical Outreach AtNeöc Trainer practices to the Board of Certification standards of practice and complies with all the legal regulating the practice of athletic training. Assures continued of professional performance, and skill by development and current knowledge related to all of practice. Expertly conducts initial assessment of an athlete's training, capabilities. Injury or Illness— In order to provide emergency or continued are, and to determine whether the athlete requires intervention for definite diagnosis and Establishes e plan of for athletes and

manages needs of the athlete based on the examination, prognosis, goals and outcomes of the planned interventions for identified impairments through the exercise of discretion and professional judgment. Supervises, plans and coordinates athletic training services for tournaments, camps, championships, playoffs and other special events. Manages the needs of the athlete and provides athletic training Intervening by reviewing, revising, and Implementing techniques or discharging athletic training services as deemed appropriate. Documentation of the intervention and allange in health status is performed as required in Standard 7 of the BOC standards of professional Responsible for inventory, supplies. Equipment and other athletic training services. Develops end presents community education on sports medicine related topics. Supervises the student athletic Available all special events including evening, weekend and hours as required by department bedership including schedule changes due to inclement weather or other scheduling coMMs. hours within starting time or days of work are subject to change based on departmental and/or organizational needs. Available 24/7 to coaches, administration and leadership via telephone.

Bachelors Degree in Athletic Training or an educational program by the NATA-BOC. Will consider those that meet qualifications for provisional authorization — BOC certified athletic trainer who has completed the application process for by the Virginia Board of Medicine and has submitted BOC certification verification. Must provide letter of provisional authorization from the Board of Medicine to practice. Provisional authorization incumbents must meet the certification and license requirement

Within 45 days of hire, Masters degree preferred. Certhcatlon by BOC and "censed to practice as a Trainer in the state of Virginia. Licensure, certification and/or with NatJonal Athletic Trainers Associate Certification. CPR training required and/or must be obtained within 90 days of hire. Knowledge and experience In the administration of e variety of assessment tools, treatment plans and equiprrwM. Previous experience

In Independently providing athletic intervention at special events preferred. Knowledge of athletic training treatment and modalities. Previous In health care setting preferred. Must possess a valid driver's license required for travel to various satellite locations In the Immediate area, and be able to meet the insurance requirements hospital. Position is subject a periodic screening process in compliance with the Code of Virginia and/or other local, state or federal laws and regulation. Certification and the immediate disclosure to CHKD and department management necessary for any convictions or offenses related to crimes against children required upon hire and
APPLY TO: CLINICAL ATHLETIC TRAINER

Requirements

<https://uobs.nata.org/job/athletic-trainer/16003601/>

1/4

in

CHKD Is located in a family-centered community. At CHKD, we know that people who work hard often want to play hard, too.

Where We Are

Chesapeake and Virginia Beach are part of the Hampton Roads region of Virginia, also known as Tidewater, and located in the southeastern portion of the state, where unlimited resources for recreation, travel and exist.

The region's temperate climate is ideal for sports and outdoor activities. Winters are mild. The spring and fall seasons are extremely pleasant. Summer temperatures are usually in the upper 80s.

Dive Right In

The Atlantic Ocean and Chesapeake Bay provide the boundaries for the Norfolk Virginia Beach Community. The opportunities for swimming, diving, fishing and boating abound on the region's many rivers and lakes, as well as along miles of public beaches. Some of the best sport fishing in the country can be found here and on North

Carolina's Outer Banks, which are within a two-hour's drive.

For other outdoor entertainment, there is camping, biking and hiking at Virginia Beach's Seashore State park; exploring the Great Dismal Swamp national wildlife preserve just south of Norfolk; and Busch Gardens near Williamsburg is one of the country's most popular amusement parks.

Places To Be, People To See

The area abounds in historic neighborhoods highlighted by parks, churches, restaurants, health clubs, shops and art galleries.

The Chrysler Museum of Art (<http://www.chrysler.org/>), the Nauticus National Maritime Center (<http://www.thenmc.org/>), Harbor Park baseball stadium, Scope sports and convention center, Harrison Opera House, Chrysler Hall Theater and Waterside Festival Marketplace (<http://www.watersidemarketplace.com/>) are all located conveniently located in the area.

The surrounding area offers exceptional history, highlighted by Colonial Williamsburg, Yorktown and Jamestown. Museums and historic homes in the Norfolk region reflect the city's 300-year history as an important seaport and region of commerce.

For snow skiing and mountain trail hiking, the foothills of Virginia and the Blue Ridge Mountains are within a few hours' drive.

The region is served by Norfolk International Airport, a few miles away from downtown Norfolk. Also servicing Norfolk is Amtrak with direct connections to Washington D.C. and New York City along with connecting cities.

A Higher Learning Environment

Old Dominion University (<http://www.odu.edu/>), Norfolk State University (<http://www.nsu.edu/>), Hampton University (<http://www.hamptonu.edu/>), Christopher Newport

(<http://www.evms.edu/>), and Virginia Wesleyan College (<http://www.vwc.edu/>) are located nearby for other educational opportunities. The College of William and Mary

Job Information

| | | |
|--|---|---------------------|
| Location: | Job ID: | |
| CHESAPEAKE, Virginia, 23320, United States I | 16003601 | January 11, 2018 |
| VIRGINIA BEACH, Virginia, United States | | |
| Position Title: | Company Name: | Job Settings: |
| Athletic Trainer | CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS HEALTH SYSTEM. | Hospital |

| | | |
|-----------------|------------------|------------|
| Job Type: | Job Duration: | Min |
| Full-Time | Indefinite | Education: |
| | | Bachelor's |
| | | Degree |
| Min experience: | Required Travel: | Salary: |
| 1-2 Years | | \$0.00- |
| | | \$0.00 |
| | | (Hourly |
| | | wage) |

<https://jobs.nata.org/job/athletic-trainer/160036011> •

214

In

About CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS HEALTH SYSTEM (/jobseeker/company/136600/childrens-hospital-of-the-kings-daughters-health-system?job=16003601)

Working in Hampton Roads

Children 's Hospital of The King's Daughters is located in a family-centered community. An historic neighborhood highlighted by churches and schools dot the residential community which surrounds the Medical Center.

Just two miles from the hospital is Norfolk's downtown business district and waterfront. The hospital and Eastern Virginia Medical School are situated in a restored area which abounds with historic homes and two-and three-story townhouses and apartment. Health clubs, shops, restaurants and art galleries are a short walk away.

The renowned Chrysler Museum of Art* the Nauvuc National Maritime Center, Harbor Park professional baseball stadium, Scope sports and convention center, Harrison Opera House, Chrysler Hall Theater and Waterside Festival Marketplace are all within two miles of the medical Center.

Old Dominion University, Norfolk State University, Christopher Newport University, Regent and Virginia Wesleyan College are located nearby.

for other educational opportunities. The College of William and Mary is located an hour away in Williamsburg.

Norfolk is a part of the Hampton Roads region of Virginia, also known as and is located in the southeastern portion of the state, where unlimited resources for recreation, travel and culture exist. Norfolk and the surrounding area abound in history, highlighted by Colonial Williamsburg, Yorktown and Jamestown. Museums and historic homes in Norfolk reflect the city's 300-year history as a seaport and region of commerce.

The Atlantic Ocean and Chesapeake Bay provide the boundaries for the Norfolk/Virginia Beach Community. The opportunities for swimming, diving, fishing and boating abound on the region's many rivers and lakes, as well as along miles of public beaches. Some of the best sport fishing in the country can be found here and on North Carolina's Outer Banks, which are within a two-hour drive.

For other outdoor entertainment, there is camping; biking and hiking at Virginia Beach's Seashore State Park; exploring the Great Dismal Swamp National Wildlife Preserve just south of Norfolk; and Busch Gardens near Williamsburg is one of the country's most popular amusement parks.

The region's temperate climate is ideal for sports and outdoor activities. Winters are mild. The spring and all seasons are extremely pleasant. Summer temperatures are usually in the upper 80s. For snow skiing and mountain trail hiking the foothills of Virginia and the Blue Ridge are within a few hours' drive. The region is served by Norfolk International Airport a few miles away from downtown Norfolk.

More Jobs from CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS
HEALTH (Ijobseeker/company/136600/chidrens-hospital-of-the-kings-daughters-
health-system?

job-16003601)

Athletic Trainer

VCU Health System 137 reviews -
Richmond, VA

Apply Now

VCU Health System's ORTHO —VCU Sports Medicine is seeking a full time Athletic Trainer to provide day-to-day athletic training services for a local sports team. Assesses, treats and develops rehabilitation and reconditioning strategies for athletes. Designs and implements prevention and education programs. The athletic trainer will attend all home and away games as agreed upon by the respective head coaches and/or athletic directors.

Responsibilities

The athletic trainer will perform the following functions regarding athletic injuries: prevention, assessment, treatment, (including first aid) and reconditioning as set forth by the NATA Board of certification.

Demonstrates proper taping, strapping, bracing, and fitting of athletic equipment.

Carries out all prescribed treatments and recommendations by the team/program/event physician.

Maintains NATA and CPR certification in accordance with those respective institutions.

Covers assigned pre-season physicals, sports games or matches, and related events under the supervision of the program manager.

Demonstrates knowledge of the principals of growth and development over the life span and possess the ability to assess data reflective of the athletes' status and interpret the appropriate information.

Athletic Trainer

Must be able to assist with or transfer athletes of various weight/heights.

Must be able to push carts with athletic equipment on them.

Must be able to stand for long periods of time, have good mobility skills and be able to walk long distances.

Must demonstrate ability to communicate to give adequate directions and instructions to athletes.

Must be able to carry training kit and coolers for long distances.

Need to have the ability to handle high amounts of stress.

Fast paced orthopedic medical practice environment.

Occasional night or early morning hours as well as possible overnight stays.

Must be able to adjust and adapt to changing conditions.

Qualifications

<https://www.indeed.com/jobs?q=athletic%20trainer&l=Virginia&vjk=c41d238b0e6c7e5b> 1/1

Required

Bachelors Degree in a specialized curriculum accredited by the Commission on Accreditation of Allied Health Education Programs

Licensed in the Commonwealth of Virginia as an Athletic Trainer

National Athletic Trainers' Association (NATA) Board of Certification (BOC)

Current CPR certification

Two (2) years previous athletic training experience

Preferred

Masters Degree in a specialized curriculum accredited by the Commission on Accreditation of Allied Health Education Programs

EOE/M/F/Ve/UDisabled

Qualified applicants will receive consideration for employment without regard to their protected Veteran or disability status.

HR Use only:

PTO

3 days ago - save job - original job

Athletic Trainer at Global Dynamics Quantico,
VA 22134

About the Job

Actives Required:

- Perform as the AT in the capacity of athletic injuries, prevention, safety and welfare of population located in VA.
- Perform the day-to-day clinical operations of the AT program, to include: prevention, recognition, evaluation, and immediate care of athletic injuries, treatment, and rehabilitation of muscle and bone injuries and illnesses for Trainees (NATs), National Academy (NA), staff and other students in connection with the MO to ensure prompt care and recovery.
- Perform administrative duties, medical record documentation, medical resources management and maintenance, and other duties as assigned by the Supervisory Nurse Practitioner (SNP).
- Attend scheduled high risk activities such as the Physical Fitness Test (PFT), Point Runs, NA Challenge Runs, and other events as assigned. Must be aware of the Physical Training/Defensive Tactics and NA programs, techniques and training provided throughout each curriculum.
- Work within the scope and practice and state standards of the Certified AT in the State of Virginia and as defined by the American Medical Association.
- Employ current standards, modalities and manual therapy within the scope of practice and state standards of the Certified AT in the State of Virginia.
- Educate and train instructors, as well as students, in the prevention of athletic injuries. Educate staff and students in exercise performance, science and injury prevention through development of

course material or training programs on the proper use of equipment, exercises to improve balance and-strength, and home exercises and therapy programs. Also help apply protective or injury-preventive devices such as tape, bandages, and braces.

- Maintain cleanliness, functional maintenance, and schedule calibration as needed of athletic training equipment and supplies. Follow universal precautions and reduce transmission of communicable diseases.
- Act as emergency care personnel, and function as an EMT (if certified to do so.)
- Provide monthly activity to the SNP as required.
- Maintain professional development and attend training to stay-current and abreast of current trends, information and practices.
- Maintain a current license and status as a Certified AT in the state of Virginia.

Education and Experience

The AT shall:

2/12/2018

Athletic Trainer job at Global Dynamics | Monster.com

Have a Bachelor's Degree in a Health Science, with a focus/Minor in Athletic Training, Kinesiology, or related degree.

- Have a Master's Degree in Athletic Training or related Degree (preferred).
 - Be a Certified AT.
 - Have a license-or be eligible for licensure in the State of Virginia.
 - Be CPR/AED and First Aid certified -- Certified Instructor preferred.
- Have at least two (2) years of current, relevant experience.
- Have AEMT certification (preferred).
 - Be certified as a Conditioning and Strength Certified/Specialist (ACSM, Cooper Institute or equivalent).

If you do not find interest in this opportunity but know of someone who may, we kindly ask that you refer the individual to Global Dynamics by forwarding this job posting.

Global Dynamics offers competitive salaries with comprehensive a benefit package to include: Medical, Dental, Vision, 401(k), Life Insurance, Short-term Disability, Long-term Disability, Paid Holidays and Paid Leave.

Global Dynamics, LLC is a Certified Service Disabled Veteran Owned Small Business (SDVOSB) specializing in providing Professional Services in Healthcare, Administrative Support, and Training Support for the Federal Government. We're committed to supporting our clients' requirements by delivering cost effective, ethical, reliable, and high quality solutions of strategic value, while sustaining a challenging and rewarding work environment for our greatest asset - the men and women of our Armed Forces.

Global Dynamics is committed to providing Equal Opportunity Employment. All qualified candidates will receive consideration for employment without regard to race, color, religion, sex, or national origin. (EOE AA M/FNet/Disability)

Global Dynamics

5550 Sterrett Place,
Ste 306 Columbia,
MD 21044
www.theglobalway.com

Athletic Trainer - Certified - PRN - (Job Number: 1759215) at
MetroSouth Medical Center
Petersburg (Richmond region), VA

About the Job

Description

Performs prevention, assessment, treatment (including first aid), reconditioning and rehabilitation of injuries as set forth by the NATA Board of Certification (BOC), demonstrates proper taping, strapping, bracing and fitting of athletic equipment; possesses the ability to assess the patient's status; carries out all prescribed treatments and recommendations made by the team/program/event physician; maintains BOC and CPR certification; covers pre-season physicals, practices, sports games/matches and related duties/events as assigned by the Director of Rehab Services or his/her supervisor designee.

Qualifications

Education:

Degree in Athletic Training (BS or Master) with current NATA Board of Certification Inc. certification. Master's Degree is preferred.

Experience:

Two or more years of full-time experience as ATC with NATA BOC certification is preferred.

Licenses or Certificates:

Licensed (or eligible) as ATC in the Commonwealth of Virginia; Must possess a valid Virginia driver's license, possess the required automobile insurance coverage, and have access to an automobile for all travel required within the extended SRMC service area. American Heart Association BLS required.

Job:

Physical Therapy / Rehabilitative Services

Primary Location:

VA-Petersburg (Richmond region)

Organization:

Southside Regional Medical Center

Working Location:

sports/recreational events

Shift:

Day/Evening rotating shift

Forecasted paid hours per shift:

4

Forecasted hours per pay week:

8

Employee Status :

PRN

Indust Athletic Trainer

VCU Health System 137 reviews - Richmond, VA

[Apply Now](#)

VCU Health System's Worker's Compensation Department is seeking a full-time Industrial Athletic Trainer.

Responsibilities

The primary responsibility of the industrial athletic trainer (IAT) is to provide job conditioning through stretching, exercise, and job coaching — individualized or done as a unit — in order to demonstrate and change behaviors toward using proper body mechanics. The IAT is responsible for assisting staff with environmental changes to include proper workstation ergonomics.

Required

Bachelors Degree in health related field from an accredited program (Athletic Training Preferred)

Minimum of two (2) years of previous experience in athletic training with one (1) year in an industrial setting

Licensed in the Commonwealth of Virginia as an Athletic Trainer or eligible National Athletic Trainers' Association (NATA)

Board Certification Current CPR Certification

Preferred

One (1) year residency in ATC physician extender program

Master's Degree in Athletic Training, Physical Therapy, Kinesiology, or related field.

Minimum one (1) to three (3) years of industrial healthcare or healthcare experience

Knowledge/experience in local occupational healthcare, ergonomics, the industrial environment and wellness programs, and working knowledge of

Physical Therapy Occupational Therapy preferred Certified in First Aid, AED (ATC, CSCS or ACSM certifications preferred)

EOE/M/F/Ve/Disabled

Qualified applicants will receive consideration for employment without regard to their protected veteran or disability status. 111

Athletic Trainer

Inova Health System 703 reviews - Leesburg, VA

[Apply Now](#)

Inova Loudoun Hospital is a 183-bed nationally recognized, advanced community hospital with a rich history. We've been proudly serving our diverse community for more than 100 years and are committed to providing comprehensive, compassionate care for the entire family.

Inova Loudoun Hospital was named a U.S. News and World Report Best Hospital for 2017-18. Our hospital also is ranked among the top hospitals in the country for nursing excellence, emergency care services, and patient safety. We are a Joint Commission Center of Excellence for Hip and Knee Replacement, Spinal Surgery, and Stroke Care. Both our adult and children's emergency rooms are recipients of the prestigious Lantern Award.

We are seeking an Athletic Trainer, in a per diem capacity to provide field support for local recreational leagues, in-clinic concussion management and physical therapy department support. The successful incumbent will provide quality care to patients of all ages through assessment, planning, implementation and instruction. Provide clinical support, administrative office support, and assistance as needed to physicians.

EEO: MIF/Vets/Disabled

Requirements

Minimum Requirements:

Experience: 2 years of experience as a Clinical Athletic Trainer, working with Sports Medicine physicians in a clinical setting. Prefer 3+ year of clinical experience

Education: Bachelor's Degree. Master's Degree preferred

Certification: National certification as a Certified Athletic Trainer through board of certification (BOC).

License: VA state license or ability to obtain.

Special Skills: Surgical Assist training and certification preferred.

Work Site Address

44045 RIVERSIDE PARKWAY

Work Site City/State

LEESBURG, VA

Schedule

Monday-Friday with rotating weekends

Shift

20 Best jobs in South Carolina (Hiring

Now!) | Simply Hired

ATHLETIC TRAINER

Apply Now

Bon Secours Health System - Greenville, SC

Directs and supervises all activities related to the evaluation and management of the athlete not referred directly for physical therapy; assists physical therapist in soliciting referrals for athletes/patients who are in need of physical therapy; collaborates with interdisciplinary treatment team. Acts as a liaison in the community in the field of athletic training.

JOB REQUIREMENTS

1. Minimum of bachelor's degree in health related field from an accredited Athletic Trainer Certified Program.
Masters Degree preferred.
2. Must be certified by the National Athletic Trainers' Association Board of Certification (NATABOC)
3. Must be certified by or eligible for certification in as an Athletic Trainer in the state of South Carolina.
4. Must maintain current CPR certification.
5. Minimum one year athletic training experience preferred. Entry-level graduates with NATA BOC certification will be considered.
6. Currently meets all state regulatory or licensing requirements.

Certified Athletic Trainer (Virginia Beach, VA) at KBRwyle
VIRGINIA BEACH, VA

About the Job

Certified Athletic Trainer (Virginia Beach, VA) - 1060681

Description

Position contingent upon contract award. The Certified Athletic Trainer will provide and facilitate injury prevention, basic acute care, effective rehabilitative care, performance enhancement and provide services in support of POTFF's Human Performance program for SOF personnel, with the priority on SOF Operators and Direct Combat Support personnel. Essential Duties & Responsibilities:

- Provide HP services within the ATC's scope of practice as defined by the National Athletic Trainers Association (NATA).
- Design and fabricate protective pads, equipment and braces to help prevent and treat injuries, including the use of taping techniques within the ATC's scope of practice.
- Provide instruction and guidance within the ATC's scope of practice.
- Participate in periodic meetings to review the care provided to patients and identifies opportunities for improvement. Should a meeting occur outside of regular working hours, the ATC is responsible for reviewing the information disseminated at the meeting.
- Serve as an advisor to the HP program Manager and/or Coordinator in matters related to injury prevention, sports medicine, rehabilitation, and bridging.
- Serve as an advisor to the HP program Manager and/or Coordinator for administrative matters, purchasing of supplies and equipment, and supplemental fiscal requests.
- Collaborate throughout the HP program to enhance the quality of patient care delivered.
- Conduct equipment, product, and literature reviews to ensure HP stays current with the provision of care.
- Participate in quarterly peer (record) reviews for non-privileged healthcare providers.
- Attend and participate in meetings with other POTFF staff members and medical personnel as requested and/or required.
- Assist the HP

program Manager and/or Coordinator in developing and updating criteria-based job descriptions and performance standards. • Assist the HP program Manager and/or Coordinator in developing and maintaining clinical practice guidelines to ensure consistency of care across all Human Performance Training Centers (HPTCs). • Assist with the preparation of short and long-term fiscal plans. • Submit input to the HP program Manager and/or Coordinator. • Develop and promulgate training materials as requested and required by the HP program Manager and/or Coordinator. • Document care provided, work performed, utilization, referrals, and all other information in the Military's Electronic Health Record (i.e., AHLTA, GENESIS, etc.) and/or the HP Enterprise-wide database (i.e., SPEAR), as directed by HP program Manager and/or Coordinator. Required Education/Experience: • Bachelor's degree in Athletic Training. • NATABOC certified. • Possess and maintain current certification by the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS), or shall obtain the certification within the first year of employment. • Minimum of 5 years or more of demonstrable accumulated experience (continuous and sustained experience preferred) as an ATC with individual athletes and groups of athletes at the levels of NCAA Division I, Olympic, professional, and/or SOF Operators in the accompanying, respective settings. • Maintain credentialing requirements in good standing at a local MTF where applicable. Required Skills/Training: • Fluent oral and written communication skills in English. • Capable of meeting physical demands of training with SOF including the ability to hike over rough terrain and function in austere environments to observe SOF training evolutions and the ability to assist with strength and conditioning testing and training protocols, and lift and manipulate loads or weights up to 25 kilograms. Desired Education, Experience, Skills or Training: • Master's degree in Athletic Training. • Prior military and/or SOF experience. • Experience in the field of strength and conditioning. Standard Company Requirements: • Position

requires U.S. Citizenship or Permanent Resident Status. •
Applicant must include desired salary in application submission. •
Must comply with Safety, Health and Environmental plan, policies
and procedures. • Must comply with the Quality Assurance plan,
policies and procedures. • Must maintain regular and acceptable
attendance. • Responsible for completing all required training. •
Perform other assignments and duties, as required. This position
does not offer relocation. This position is not eligible for the
internal recruiting incentive program. KBRwyle is an Equal
Opportunity Employer of Minorities, Females, Protected Veterans,
and Individuals with Disabilities. All qualified applicants will
receive consideration for employment without regard to race,
color, ethnicity, religion, sex, national origin, disability, veteran
status or other legally protected status.

Athletic Trainer

Global Dynamics 10 reviews - Quantico, VA

x

Active TS Required:

Duties shall include but are not limited to:

- Perform as the AT in the capacity of athletic injuries, prevention, safety and welfare of population located in VA.
- Perform the day-to-day clinical operations of the AT program, to include: prevention, recognition, evaluation, and immediate care of athletic injuries, treatment, and rehabilitation of muscle and bone injuries and illnesses for Trainees (NATs), National Academy (NA), staff and other students in connection with the MO to ensure prompt care and recovery.
- Perform administrative duties, medical record documentation, medical resources management and maintenance, and other duties as assigned by the Supervisory Nurse Practitioner (SNP).
- Attend scheduled high risk activities such as the Physical Fitness Test (PFT), Point Runs, NA Challenge Runs, and other events as assigned. Must be aware of the Physical Training/Defensive Tactics and NA programs, techniques and training provided throughout each curriculum.
- Work within the score and practice and state standards of the Certified AT in the

State of Virginia and as defined by the American Medical Association.

- Employ current standards, modalities and manual therapy within the scope of practice and state standards of the Certified AT in the State of Virginia.
- Educate and train instructors, as well as students, in the prevention of athletic injuries. Educate staff and students in exercise performance, science and injury prevention through development of course material or training programs on the proper use of equipment, exercises to improve balance and strength, and home exercises and therapy programs. Also help apply protective or injury-preventive devices such as tape, bandages, and braces.
- Maintain cleanliness, functional maintenance, and schedule calibration as needed of athletic training equipment and supplies. Follow universal precautions and reduce transmission of communicable diseases.
- Act as emergency care personnel, and function as an EMT (if certified to do so.)
- Provide monthly activity reports to the SNP as required.
- Maintain professional development and attend training to stay current and abreast of current trends, information and practices.
- Maintain a current license and status as a Certified AT in the state of Virginia.

Education and Experience

The AT shall:

- Have a Bachelor's Degree in a Health Science, with a focus/Minor in Athletic

Training, Kinesiology, or related degree.

- Have a Master's Degree in Athletic Training or related Degree (preferred).
- Be a Certified AT.
- Have a license or be eligible for licensure in the State of Virginia.
- Be CPR/AED and First Aid certified - Certified Instructor preferred.
- Have at least two (2) years of current, relevant experience.
- Have AEMT certification (preferred).
- Be certified as a Conditioning and Strength Certified/Specialist (ACSM, Cooper

Institute or equivalent).

If you do not find interest in this opportunity but know of someone who may, we kindly ask that you refer the individual to Global Dynamics by forwarding this job posting.

Global Dynamics offers competitive salaries with comprehensive a benefit package to include: Medical, Dental, Vision, 401(k), Life Insurance, Short-term Disability, Long-term Disability, Paid Holidays and Paid Leave

Global Dynamics, LLC is a Certified Service Disabled Veteran Owned Small Business (SDVOSB) specializing in providing Professional Services in Healthcare, Administrative Support, and Training Support for the Federal Government. We're committed to supporting our clients' requirements by delivering cost effective, ethical, reliable, and high quality solutions of strategic value, while sustaining a challenging and rewarding work environment for our greatest asset - the men and women of our Armed Forces. Global Dynamics is committed to providing Equal Opportunity Employment. All qualified candidates will receive consideration for

employment without regard to race, color, religion, sex, or national origin. (EOE AA M/F/Vet/Disability)

Global Dynamics
5550 Sterrett Place, Ste 306
Columbia, MD 21044
www.theglobalway.com

30+ days ago - [save job](#)
- [original job](#)

Certified Athletic Trainer (Washington Metro, DC)

KBRWyle 140 reviews - Washington, DC

KBRwyle is an Equal Opportunity Employer
Minorities/Females/Disabled Veterans

OFCCP's "EEO is the Law" Poster Supplement at
<http://www.dol.gov/ofccp/regs/compliance/posters/pdfOFCCPEEOSuppJementFinaIJRFQA508c.pdf>

STE-DC WA-18001: Certified Athletic Trainer (Washington Metro, DC)

Category Science

Group Science and Space

Location DC-Washington Metro (STE).

Schedule Full Time

Job Description

Position contingent upon contract award.

The Certified Athletic Trainer will provide and facilitate injury prevention, basic acute care, effective rehabilitative care, performance enhancement and provide services in support of POTFF's Human Performance program for SOF personnel, with the priority on SOF Operators and Direct Combat Support personnel.

Essential Duties & Responsibilities

- Provide HP services within the ATC's scope of practice as defined by the National Athletic Trainers Association (NATA).
- Design and fabricate protective pads, equipment and braces to help prevent and treat injuries, including the use of taping techniques within the ATC's scope of practice.
- Provide instruction and guidance within the ATC's scope of practice.
- Participate in periodic meetings to review the care provided to patients and identifies opportunities for improvement. Should a

meeting occur outside of regular working hours, the ATC is responsible for reviewing the information disseminated at the meeting.

- Serve as an advisor to the HP Manager and/or Coordinator in matters related to injury prevention, sports medicine, rehabilitation, and bridging.
- Serve as an advisor to the HP program Manager and/or Coordinator for administrative matters, purchasing of supplies and equipment, and supplemental fiscal requests.
- Collaborate throughout the HP program to enhance the quality of patient care delivered.
- Conduct equipment, product, and literature reviews to ensure HP stays current with the provision of care.
- Participate in quarterly peer (record) reviews for non-privileged healthcare providers.
- Attend and participate in meetings with other POTFF staff members and medical personnel as requested and/or required.
- Assist the HP program Manager and/or Coordinator in developing and updating criteria based job descriptions and performance standards.
- Assist the HP program Manager and/or Coordinator in developing and maintaining clinical practice guidelines to ensure consistency of care across all Human Performance Training

Certified I Centers (HPTCs).

- Assist with the preparation of short and long-term fiscal plans.
- Submit input to the HP program Manager and/or Coordinator.
- Develop and promulgate training materials as requested and required by the HP program Manager and/or Coordinator.
- Document care provided, work performed, utilization, referrals, and all other information in the Military's Electronic Health Record (i.e., AHLTA, GENESIS, etc.) and/or the HP Enterprise-

wide database (i.e., SPEAR), as directed by HP program Manager and/or Coordinator.

Required Education/Experience **

- Bachelor's degree in Athletic Training.
- NATABOC certified.
- Possess and maintain current certification by the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS), or shall obtain the certification within the first year of employment.

• Minimum of 5 years or more of demonstrable accumulated experience (continuous and sustained experience preferred) as an ATC with individual athletes and groups of athletes at the levels of NCAA Division I, Olympic, professional, and/or SOF Operators in the accompanying, respective settings.

- Maintain credentialing requirements in good standing at a local MTF where applicable.

Required Skills/Training**

- Fluent oral and written communication skills in English.
- Capable of meeting physical demands of training with SOF including the ability to hike over rough terrain and function in austere environments to observe SOF training evolutions and the ability to assist with strength and conditioning testing and training protocols, and lift and manipulate loads or weights up to 25 kilograms. Desired Education, Experience, Skills or Training

**

- Master's degree in Athletic Training.
- Prior military and/of SOF experience.
- Experience in the field of strength and conditioning.

Standard Company Requirements **

- Position requires U.S. Citizenship or Permanent Resident Status.
- Applicant must include desired salary in application submission.

- Must comply with Safety, Health and Environmental plan, policies and procedures.
- Must comply with the Quality Assurance plan, policies and procedures.
- Must maintain regular and acceptable attendance.
- Responsible for completing all required training.
- Perform other assignments and duties, as required.

This position does not offer relocation.

This position is not eligible for the internal recruiting incentive program.

KBRwyle is an Equal Opportunity Employer of Minorities, Females, Protected Veterans, and Individuals with Disabilities. All qualified applicants will receive consideration for employment without regard to race, color, ethnicity, religion, sex, national origin, disability, veteran status or other legally protected status.

Health and Human Performance Faculty/Athletic Trainer, Certified/Licensed

Concordia University Wisconsin/Ann Arbor 3 reviews - Ann Arbor,
MI

x

This new full-time, exempt position is responsible for teaching, scholarship, and service for the Athletic Training Education Program in the Department of Health and Human Performance at Concordia University Ann Arbor. This 12-month position is located in Ann Arbor, MI.

To apply please complete the online application and submit cover letter, resume/CV, statement of teaching philosophy and 3 letters of reference.

Responsibilities

This position is directly responsible for assisting the Athletic Training Program Director and the Chair of the Health and Human Performance Department. This individual will:

- Teach designated courses within the Athletic Training Education Program, as assigned by the Athletic Training Program Director
- Serve as an academic advisor to students in the Athletic Training Education Program
- Assist with the recruitment of Athletic Training Students
- Assist with CAATE accreditation
- Assist with the management, organization, coordination, and supervision of the Athletic Training Education Program
- Perform scholarship and service activities for the HHP Department and University
- Perform other related duties as assigned by the Athletic Training Program Director, Department Chair or Dean

Education and Qualifications

- Master's degree in a related field is required; a terminal degree, or progress toward a terminal degree, is preferred
- Must have certification through the NATA BOC and a Michigan license or eligible for licensure
- Minimum of two years of college teaching experience preferred
- Minimum of five years of experience as a practicing NATA BOC Certified Athletic Trainer preferred
- Prior supervision of Athletic Training students required
- Knowledge of the Commission on Accreditation of Athletic Training Education (CAATE) accreditation requirements preferred
- Excellent organizational abilities and professional written and oral communication skills
- Knowledge and skill in the use of Microsoft Office including Outlook, Excel, Word, and other academic software
- Ability to work independently and within a team

Compensation and Benefits

This is a full-time position. Starting range is dependent upon individual qualifications and experience. Concordia health, disability and retirement plan enrollment is available to full-time employees and their eligible dependents. Tuition benefits are available for employees and their qualified dependents.

Physical Demands/Equipment

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the

employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls. The employee frequently is required to sit, reach with hands and arms, and talk or hear. The employee is required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 50 pounds, and occasionally lift and/or move 75 pounds. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, and depth perception. The noise level in the work environment is usually moderate.

The above statements are intended to describe the general nature and level of the position. It is not intended to be all-inclusive. Administration reserves the right to adjust the duties and responsibilities.

Equal Opportunity Employer

Concordia University does not discriminate in employment on the basis of race, color, national or ethnic origin, disability, gender or age. However, Concordia University is a Christian educational institution operated by The Lutheran Church Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Concordia University is a Higher Learning Commission accredited, co-educational, liberal arts school offering over 70 undergraduate majors of study, over 40 master's degrees, and 4 doctoral programs.

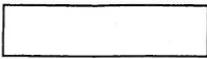
Concordia is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

1 day ago - [save job](#)
- [original job](#)

Assistant Athletic Trainer

Wellesley College 14 reviews - Wellesley, MA

x



The Department is seeking an individual with experience in working within a community of diverse students and colleagues. Successful candidates will by their administrative, professional skills, leadership and service demonstrate they can contribute to the diversity and excellence of athletics, the department and our community.

The duties of this position include, but are not be limited to, providing prevention and care of injuries/illnesses, development and implementation of treatment and rehabilitation programs, maintaining medical records, medical coverage for most sport practices and competition which may require travel, assisting with electronic medical record maintenance and the daily operations in the athletic training room, oversight of work student workers and preceptor for athletic training students from Lasell College and Boston University (including hiring and scheduling), liaison for sports dietitian and refueling station, and other duties as assigned by the Director of Sports Medicine .

Requirements

Bachelor's degree from a CAATE accredited program required; Masters preferred in related occupational field of study. Preferred two years of college-level athletic training experience. Must hold or be eligible for Massachusetts licensure, have current advanced life support/first aid certification, possess a valid driver's license.

Knowledge/Skills/Abilities:

- Possession of NATABOC Athletic Trainer Certification
- Effective interpersonal and communication skills (verbal and written).
- Ability to work with diverse populations, as part of a team, and collaborate with others.

- Demonstrated ability to work independently, to maintain confidentiality.
- Ability and desire to meet the irregular hours and travel schedule required by the position
- Instructor for CPR /First Aid or interest in becoming an instructor

Start Date: August 1, 2018. The successful candidate will have to pass a background check as a condition of employment. This includes a driver's license check.

Posting Date

03/05/2018

Close Date

Open Until Filled

Yes

EEO/Affirmative Action Statement

Wellesley College is an Equal Opportunity Employer, and we are committed to increasing the diversity of the college community and the curriculum. Wellesley College and all its subcontractors shall abide by the requirements of 41 CFR 60–1.4(a), 60–300.5(a) and 60–741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that Wellesley College and all of its subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or veteran status. Candidates who believe they can contribute to that goal are encouraged to apply.

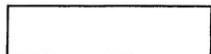
17 hours ago - [save job](#)

- [original job](#)

Assistant Athletic Trainer

Louisiana State University 253 reviews - Baton Rouge, LA

x



Job Posting Title: Assistant Athletic Trainer **Position**

Type: Professional / Unclassified **Department:** LSUAM Athletics - Ops - Training Room (Jacob J Marucci (00001562)) **Work**

Location: LSU - Baton Rouge **Pay Grade:** Professional

75% Provide daily medical coverage to the Men's & Women's program including: injury prevention, recognition and assessment, injury treatment and rehabilitation as well as referrals for athletic and non-athletic injuries and ailments, maintaining accurate records of injuries; Coordinate or provide transportation to medical appointments; maintain current knowledge base with regards to modes of rehabilitation and therapy; assist with Pre-Participation Exams; work collaboratively with Director of Wellness, Director of Sport Psychology and the Nutritionist in the thoughtful evaluation and referral to ADAP Services; serve as Medical Coordinator for any post-season Tennis regional and championship events hosted by LSU; assist in the evaluation and supervision of 1 Graduate Assistant Athletic Trainer as well as 2-3 Athletic Training Students; assist in the evaluation and supervision of monthly rotation of 5-6 Pre-Professional Athletic Training Students assigned to the Tennis program.

15% Responsible for mentorship and supervision and the quarterly evaluation of one Graduate Assistant Athletic Trainer overseeing the medical needs of the Men's & Women's Tennis Program. Assist them with issues related to medication, rehabilitation and illness as well as psychological wellness for the student-athletes; serve as mentor and supervising Preceptor for approximately 2 athletic training students working with the Men's & Women's Program; attend home Tennis matches as requested; keep in direct communication with Head Coach and Assistant Coaches with a variety of issues related to student-athlete

readiness in addition to medical needs and Graduate Assistant expectations. Additional athletic training duties to include serving as the general medical contact with Cheerleading/Spirit Squads.

5% Schedules all doctor's nights with team physicians, pharmacists and x-ray technicians; schedules Graduate Assistants and Athletic Training Students for dictation purposes for doctor's night; schedules students to aid in pharmacy; schedules doctor's on-call; maintains all copy machines including ordering supplies, updating users and managing usage; orders all-access passes for all staff athletic trainers, graduate assistants and team physicians; contacts and coordinates proper disposal of medical biohazard waste via BFI.

5% Preceptor of Athletic Training Students; assist in the recruitment and interview process of Graduate Assistant Athletic Trainers and Pre-Professional Athletic Training Students to the program.

Minimum Qualifications: Master's degree with two years experience in athletic training at the collegiate or professional level; NATA certified for at least 2 years and eligibility for Louisiana state licensure; CPR/AED Certification.

Preferred Qualifications: Experience with a D1 tennis program.

Special or Physical Qualifications: Ability to work extended days, weekends and holidays. Travel is required.

Additional Job Description: Special Instructions: A copy of your transcript(s) may be attached to your application (if available). However, original transcripts are required prior to hire.

Please provide three professional references including name, title, phone number and e-mail address. **Posting Date:** February 28, 2018 **Closing Date (Open Until Filled if No Date Specified):** March 14, 2018 **Additional Position Information:**

Background Check - An offer of employment is contingent on a satisfactory pre-employment background check.

Benefits - LSU offers outstanding benefits to eligible employees and their dependents including health, life, dental, and vision insurance; flexible spending accounts; retirement options; various leave options; paid holidays; wellness benefits; tuition exemption for qualified positions; training and development opportunities; employee discounts; and more!

Essential Position (Y/N): No EEO Statement:
LSU is committed to diversity and is an equal opportunity / equal access employer.

HCM Contact Information:

Questions or concerns can be directed to the LSU Human Resources Management Office at 225-578-8200 or emailed HR@lsu.edu

19 hours ago - [save job](#)
- [original job](#)

Certified Athletic Trainer

Hamilton Health Care System, Inc. - Dalton, GA

x

Hamilton Health Care Systems is a comprehensive, nonprofit health care system that serves as the parent corporation for nine affiliate organizations. Located in Dalton, Georgia and nestled in the foothills of the Blue Ridge Mountains, we have been serving the health care needs of northwest Georgia communities since 1921. If patient and family-centered care and customer satisfaction is what drives you, we encourage you to join us today!

The Certified Athletic Trainer (ATC) assists in the operations of the Sports Medicine Program. Duties include, but are not limited to, providing athletic training services to the local community college and/or area high schools. The ATC works with team physicians, coaches, parents, athletes as well as other allied health professionals to prevent, evaluate, treat, and rehabilitate all sports related injuries. He/she will promote Hamilton Sports Medicine throughout the community as a quality service of Hamilton Medical Center. The ATC strives to achieve the goals and mission of Hamilton Sports Medicine and Hamilton Medical Center in all daily responsibilities.

JOB QUALIFICATIONS

- Minimum of a Bachelor's Degree in Sports Medicine/Athletic Training from a CATTE program; Masters degree preferred
- American Heart Association BLS CPR & AED for Healthcare provider required
- Georgia State Licensed for Athletic Training
- Nationally Certified by the NATABOC
- Must have valid driver's license and automobile insurance coverage in accordance with Hamilton Health Care System Driver Requirements policy

- One year experience in Sports Medicine/Athletic Training preferred
- Comprehensive knowledge of sports related injuries and advanced application of therapy intervention
- First Aid, CPR & AED for the AHA Healthcare Provider technique
- Ability to render prevention, injury recognition, modalities treatment, and rehabilitation that progresses the recovery of injury at an accelerated rate

PHYSICAL, MENTAL, ENVIRONMENTAL AND WORKING CONDITIONS

Work environment will vary depending on the athletic season. Time will be spent on the playing fields for practice/event coverage, i.e. football, baseball, etc, as well as working with indoor sports i.e. basketball, cheerleading. Outside of covering high school athletics the ATC may spend time inside a wellness/therapy setting. The schedule of the ATC is required to be flexible in nature as evening and weekends are required. The ATC is required to display characteristics and ethics consistent with licensure/certification requirements. Frequent tilting, bending and reaching are required. Substantial amount of walking and standing are required. Moderate amount of stress associated with a busy schedule during peak athletic seasons. Good communication skills are required.

In addition to a robust array of traditional benefits such as health care, dental care and retirement, Hamilton offers a wide range of other benefits to attract, support and reward the skilled associates that help Hamilton remain a premier health care organization. *EOE M/F/D/V Drug-Free Workplace.*

Job Type: Full-time

Required experience:

- Sports Medicine/Athletic Training: 1 year

Required education:

- Bachelor's

Required licenses or certifications:

- AHA BLS CPR & AED certifications
- Georgia State Licensed for Athletic Training
- Nationally Certified by the NATABOC

Indeed - 30+ days ago - save job
- original job

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
MASTER OF SCIENCE (M.S.) IN ATHLETIC TRAINING**

MAY 3, 2018

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Master of Science (M.S.) in Athletic Training; and

WHEREAS, the proposed M.S. degree in Athletic Training program will coincide with the discontinuance of the undergraduate major in Athletic Training; and

WHEREAS, the proposed M.S. degree in Athletic Training program is to prepare students to serve as certified athletic trainers in the Commonwealth and beyond; and

WHEREAS, the proposed M.S. degree in Athletic Training program will prepare students to prevent, diagnose and treat muscle and bone injuries and illnesses and provide students with the specific course work so they will develop the knowledge, skills and abilities to 1) promote injury/illness prevention and wellness; 2) examine, assess, and diagnose injuries; 3) provide emergency care; 4) provide therapeutic interventions; and 5) demonstrate professional responsibility and health care administration; and

WHEREAS, the proposed M.S. degree in Athletic Training program responds to the demand for certified athletic trainers;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the program for the Master of Science (M.S.) in Athletic Training; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**PROPOSAL FOR ORGANIZATIONAL CHANGE
 COVER SHEET**

| | | | |
|--|---|---|--|
| <p>1. Institution Radford University</p> | | | |
| <p>2. Nature of Proposed Change (i.e., to establish, reorganize, or terminate/close an institutional unit). Please indicate the change here. Attach a detailed description of the change as a separate document. Attach copies of the institution’s current and resultant organizational charts. Change the name of the Honors Academy to the Honors College</p> | | | |
| <p>3. Purpose of Proposed Change. Please indicate the reason(s) for the change here. Attach a detailed description of the rationale for the change on a separate page. Implement the recommendation from the honors implementation committee to change the name of the existing Honors Academy to the Honors College to one that is more easily recognizable and consistent with existing naming norms.</p> | | | |
| <p>4. Type of Proposed Change (check one).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>SIMPLE <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution’s mission, curriculum, and funding on a separate page.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>COMPLEX <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p> </td> </tr> </table> | <p>SIMPLE <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution’s mission, curriculum, and funding on a separate page.</p> | <p>COMPLEX <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p> | |
| <p>SIMPLE <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution’s mission, curriculum, and funding on a separate page.</p> | <p>COMPLEX <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p> | | |
| <p>5. Does this proposed change involve the establishment of an off-campus instructional site?</p> <p style="text-align: center;">NO <input checked="" type="checkbox"/> YES <input type="checkbox"/></p> <p>If yes, does the proposal fit the criteria for a partially-exempt, non-exempt, or fully-exempt instructional site?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>PARTIALLY-EXEMPT <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>NON-EXEMPT <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>FULLY-EXEMPT <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p> </td> </tr> </table> | <p>PARTIALLY-EXEMPT <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p> | <p>NON-EXEMPT <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p> | <p>FULLY-EXEMPT <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p> |
| <p>PARTIALLY-EXEMPT <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p> | <p>NON-EXEMPT <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p> | <p>FULLY-EXEMPT <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p> | |
| <p>6. Date of Approval by Board of Visitors. (MM/DD/YYYY) <input type="checkbox"/> Check box if BOV approval is not needed.</p> | | | |
| <p>7. Proposed Effective Date of Organizational Change. (MM/DD/YYYY) 07/01/2018</p> | | | |

 Signature

 Date

 Title

 Phone

Table of Contents

| | |
|---|---|
| Proposal for an Organizational Change | 1 |
| Institution | 1 |
| Nature of the Proposed Change | 1 |
| Background | 1 |
| Purpose of the Proposed Change | 2 |
| Mission..... | 2 |
| Rationale for the Proposed Change..... | 2 |
| Academic Programs | 3 |
| Space | 3 |
| Resources | 3 |
| Administration | 3 |
| Faculty..... | 4 |
| Other Costs..... | 4 |
| Miscellaneous | 4 |
| Budget | 5 |
| Attachment 1 Current organizational chart | |
| Attachment 2 Proposed organizational chart | |

Proposal for an Organizational Change

Institution

Radford University

Nature of the Proposed Change

Radford University requests permission to establish an Honors College to replace the current Honors Academy. The new Honors College would maintain the current organizational structure of being located within the Office of Academic Programs, which is a division of Academic Affairs.

Background

In 1921, The State Normal and Industrial College for Women at Radford first instituted an honors distinction for graduates based on their academic performance.¹ Evidence for honors as an actual part of the curriculum can be found as early as 1957-58, when two honors courses were introduced. The 1962-63 school year witnessed the opening of the first honors residence hall, but the Honors Program itself was not officially founded until May 15th, 1980.² The 2001-02 undergraduate catalog notes the name change from Honors Program to Honors Academy. With the new name came an admissions requirement – previously the program had been open to any interested student.

In 2012, Radford University formed an ad hoc Honors Transformation Committee that was charged with changing honors education at the institution. Following a detailed report from external consultant, Dr. Robert Spurrier, the committee recommended developing a structure aligned with national guidelines for honors colleges. Along with this structural shift was a recommendation to consider changing the name to one that is more easily recognizable and consistent with existing naming norms. This committee was quickly followed by the 2013 ad hoc Honors Implementation Committee, which formally charted most of the recent changes to the program.

Using the plan developed by the 2013 Honors Implementation Committee, the Honors Academy has witnessed dramatic changes in the curriculum, faculty involvement, and student body. Curricular changes include an honors prefix with five stand-alone honors courses, which helped institute a curricular identity beyond the disciplinary honors courses. Faculty involvement has deepened through the appointment of eight honors faculty fellows, who both teach and mentor honors students. Finally, the admissions process has become more competitive, which has intensified student engagement and commitment. Honors freshmen are now required to live in the honors residence (Floyd Hall) and all honors students are required to participate in honors-specific programming throughout the year. Given the breadth and depth of these changes, the profile of the Honors Academy is now consistent with national criteria for Honors Colleges.

Colleges of the university are composed of academic units: departments, schools and interdisciplinary programs, except for the College of Graduate and Professional Studies. The proposed Honors College would be similar to the College of Graduate Studies and Research in

¹ Lewis-Smith, L. G. (1970). *Radford College: A sentimental chronicle through its first half-century*. Radford College Alumnae Association, Radford, VA.

² *Celebrating the Century* (2010). Retrieved from www.radford.edu/centennial/thismonth/index.html.

that it does not have its own faculty or departments but rather serves an administrative function that supports students completing the honors curriculum.

Purpose of the Proposed Change

The purpose of the proposed organizational change is to fully develop honors education at Radford University by elevating the Honors Academy to establish an Honors College.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. Radford University develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The proposed Honors College reflects the university's continual commitment to providing a wide range of academic programs that emphasize the process of learning. The proposed change promotes a sense of caring for students seeking the benefits of an honors-level education and increases meaningful interaction among students and faculty in both teaching and research.

Rationale for the Proposed Change

The proposed Honors College would provide increased clarity for several important external audiences. Such clarity is vital for a range of stakeholders, including new students (e.g., prospective students, their families, and high school guidance counselors), honors alumni (e.g., with graduate programs and employers), and university benefactors.

Prospective Students

Well-qualified high school seniors and transfer students typically receive admission offers from multiple institutions. As such, accurate institutional communication is necessary to successfully recruit these honors-level applicants. The establishment of an Honors College at Radford University will more clearly articulate the depth and breadth of offerings provided to honors students. In turn, prospective students who learn about the strength of the honors experience should have increased matriculation and retention rates.

Employers and Graduate Programs

As college students approach graduation they often need efficient strategies to communicate their qualifications to potential employers or graduate programs. The proposed Honors College would allow our honors alumni to efficiently convey the depth of their educational experiences in their resumes or cover letters. Although such short-hand can never fully describe the richness of honors classes and the honors community, it can provide a tipping point for competitive jobs or graduate programs that have large applicant pools.

University Benefactors

Foundations and private donors have the potential to make a meaningful impact on the lives of students through grants and gifts. As with other external audiences, the Honors College would provide potential benefactors a more accurate understanding of what their donations could support. That is, honors activities at Radford University include the full range of residential, curricular, travel, research, mentorship, and community experiences. With the ongoing financial challenges across higher education, making the donor communications clear and affirmative would be a notable strength of the proposed Honors College.

Academic Programs

Although the Honors Academy does not offer a degree, certificate, or minor, it does provide a 27-credit curriculum to achieve the *Highlander Scholar* distinction at graduation. The honors curriculum comprises a first-year experience course (HNRS 103), numerous honors courses in the Core Curriculum (e.g., HNRS 201 and HNRS 202), upper-level honors seminars (HNRS 310), and preparation for the honors capstone (HNRS 300). The Honors College would continue to offer this breadth of courses, which allows students from any major the opportunity for an honors education within the requirements of their chosen discipline.

Space

The current Honors Academy is located in a suite of offices in Floyd Hall, which is the honors residence. This location includes space for the director, associate director, administrative specialist, and student workers. In addition, the suite includes a small conference room that is used to meet with prospective students, to hold meetings of the Honors Faculty Fellows, and for some small honors seminars. The suite is located at the entrance of Floyd Hall, which houses nearly all honors freshmen and a cohort of upper-level honors students. Floyd Hall also includes a full classroom that is used almost exclusively for honors courses. No new space would be necessary to accommodate the proposed Honors College.

Resources

The Honors College budget and organizational structure would be identical to the current provisions for the Honors Academy. The honors budget was expanded in 2014 to meet the goals outlined by the 2013 Honors Implementation Committee. This budget accommodates the administrative salaries, stipends for the Honors Faculty Fellows, and experiences for honors students (both inside and outside of the honors courses). This budget is administered by the Honors Academy within the structure of the Office of Academic Programs and Academic Affairs.

Administration

The current organizational structure of the Honors Academy will remain the same in the proposed Honors College. The Honors Academy is currently led by a Director (full-time, 12-month) and Associate Director (half-time reassigned to honors administrative work and a summer stipend). The Director reports to the Assistant Provost for Academic Programs. The Director manages the honors budget, maintains connections with other campus offices, leads selection and coordination of the Honors Faculty Fellows, oversees the honors admissions process, and conducts honors assessments. The Associate Director coordinates honors programming, facilitates outreach activities, and assists with daily operations. Because these two

positions were fully developed and budgeted in conjunction with the 2013 Honors Implementation Committee, no new leadership resources are necessary.

The Administrative Specialist who reports to the director and provides logistical support for the current Honors Academy will provide logistical support for the proposed Honors College.

The work of the honors administration is supported by two graduate assistants and two undergraduate work-study positions. These student workers provide clerical, data entry, and correspondence support for the office. The graduate assistants are paid from the budget of the College of Graduate Studies and Research. The work-study positions are paid from the Office of Financial Aid. Each of the student-worker positions is assigned to the honors office on an annual basis. This arrangement would continue in the proposed Honors College.

Faculty

No faculty positions are permanently located in the Honors Academy. The Honors Academy currently includes eight Honors Faculty Fellows who would continue in the proposed Honors College. Honors Faculty Fellows are selected in a competitive application process and serve three-year terms. The role of the Honors Faculty Fellow is three-fold: teaching, advising, and community-building. Each Fellow agrees to teach at least one honors course per year. Second, each Fellow is assigned 20-25 honors students for honors advising. Honors advising does not replace primary academic advising in the student's major, but provides an opportunity to mentor honors students on achieving an exceptional program of study (e.g., undergraduate research, internships, nationally-competitive scholarships). Finally, each Fellow participates in honors community activities and takes a lead role on one event per year. The funds for the Honors Faculty Fellows were included in the honors budget starting in 2014 and would continue going forward.

In addition to the Honors Faculty Fellows, numerous faculty from across campus teach honors classes, guide honors 'contracts' in non-honors classes, and mentor honors capstone projects. This ad hoc participation of faculty in the education of honors students would continue following the proposed name change.

Other Costs

The current Honors Academy budget includes funds that support a host of student experiences, including field trips for honors courses, honors-community events, and travel to honors conferences. The Honors Academy hosts over thirty honors events – both large and small – throughout the year. Many of these events are honors-specific (e.g., orientations, retreats), whereas others are open to the entire campus community (e.g., annual honors speaker). The honors budget also supports student and faculty to travel to the annual conferences of the National Collegiate Honors Council, the Southern Regional Honors Council, and the Virginias Collegiate Honors Council. The budget for these activities is in place now and would continue following the proposed change to Honors College.

Miscellaneous

Because the honors budget was expanded in 2014 to accommodate the goals of the Honors Implementation Committee, only minimal new costs are expected for the establishment of the Honors College. Miscellaneous expenses for the proposed organizational change include the costs for signage, new business cards, and replacing stationery. These costs are not projected to exceed \$500.

Budget

Radford University has adequate resources to support the proposed change. No new state support will be requested to initiate or sustain the establishment of the Honors College. The current budget of the Honors Academy would be reallocated to the budget for the proposed Honors College.

The below budget includes the previously allocated funds for the honors administration personnel (Director, Associate Director, and Administrative Specialist), stipends and course reassigned time for eight Honors Faculty Fellows, salaries for student workers, and support for student engagements (course activities, programming, and travel).

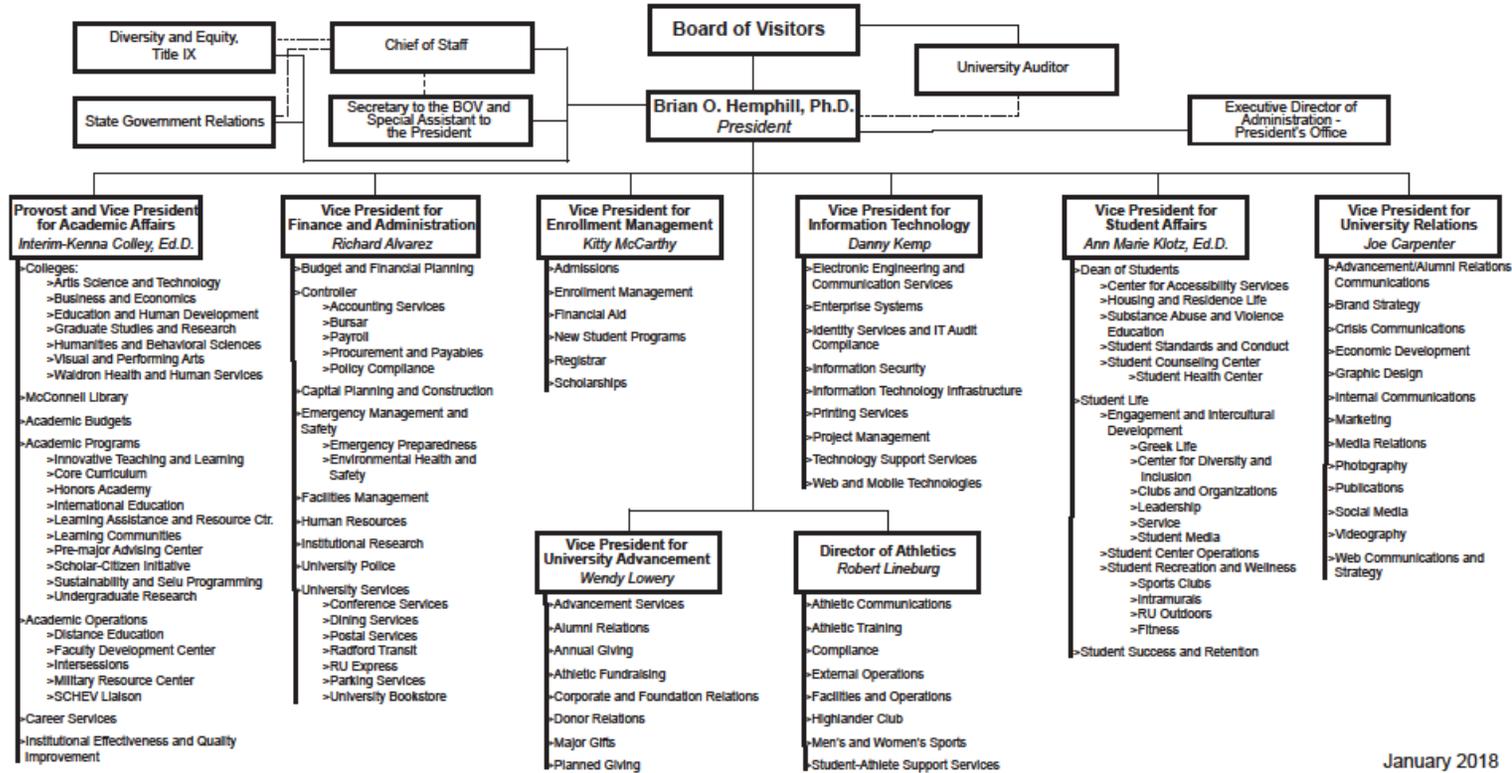
See Attachment 1 for the current organizational chart.

See Attachment 2 for the proposed organizational chart

New Academic Unit - Honors College
Existing Program Name - Honors Academy

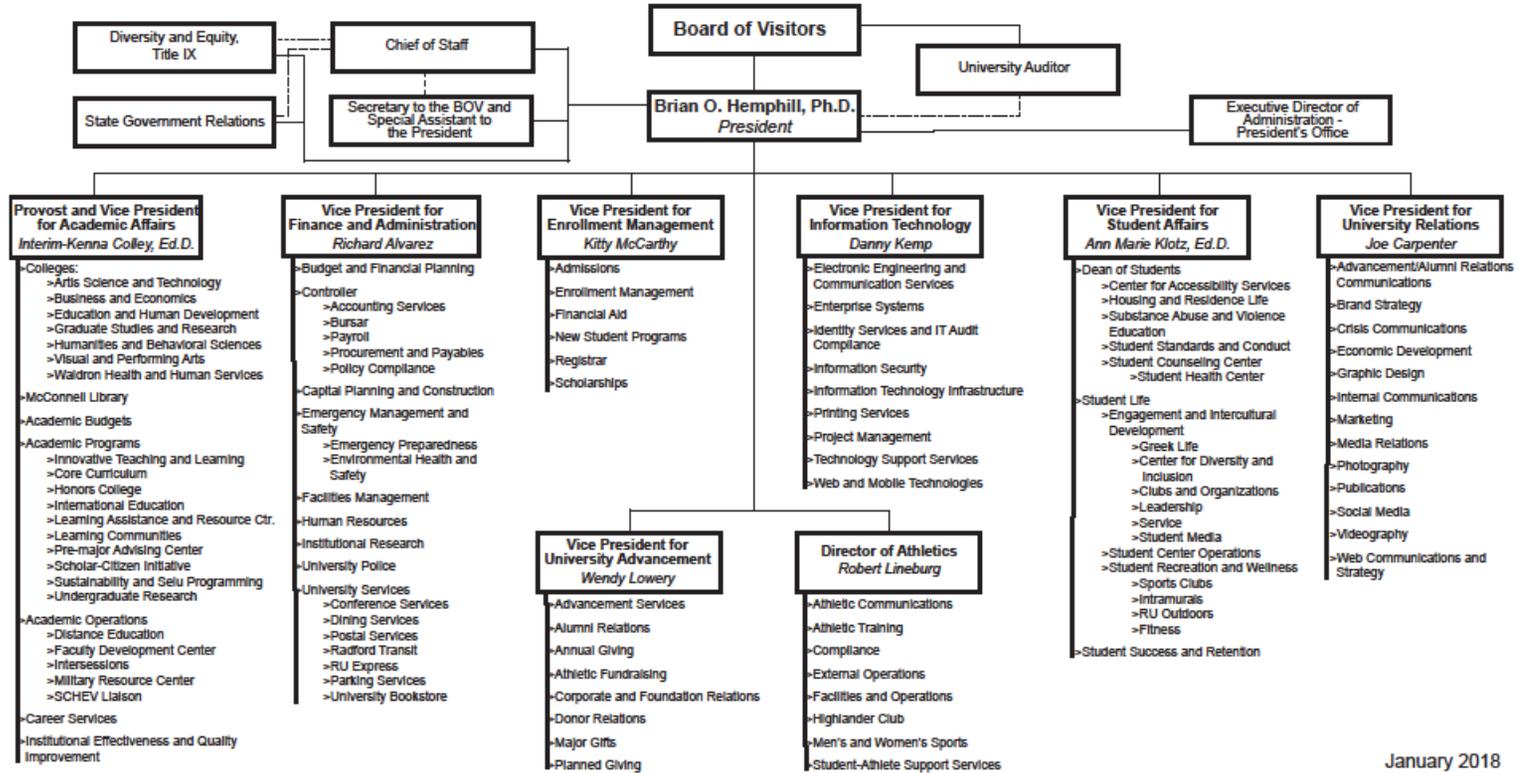
| Expenditure Category | Current HDCT | Current Program Cost | New Unit HDCT | Proposed Budget | | |
|-------------------------------------|--------------|----------------------|---------------|------------------|------------------|------------------|
| | | | | 2018 - 2019 | 2019-2020 | 2020-2021 |
| Personnel Salary | | | | | | |
| Director | 1 | \$121,574 | 1 | \$121,574 | \$121,574 | \$121,574 |
| Fringe Benefits | | \$35,864 | | \$35,864 | \$35,864 | \$35,864 |
| Associate Director | 1 | \$10,000 | | \$10,000 | \$10,000 | \$10,000 |
| Fringe Benefits | | \$765 | | \$765 | \$765 | \$765 |
| Administrative Specialist | 1 | \$29,146 | | \$29,146 | \$29,146 | \$29,146 |
| Fringe Benefits | | \$8,598 | | \$8,598 | \$8,598 | \$8,598 |
| Honors Faculty Fellows | 8 | \$54,400 | | \$54,400 | \$54,400 | \$54,400 |
| Fringe Benefits | | \$4,162 | | \$4,162 | \$4,162 | \$4,162 |
| Faculty | | | | | | |
| Fringe Benefits | | | | | | |
| Personnel Subtotal | 11 | \$264,509 | 1 | \$264,509 | \$264,509 | \$264,509 |
| Student Support | | | | | | |
| Student Helpers/Workers | | \$4,000 | | \$4,000 | \$4,000 | \$4,000 |
| Graduate Teaching Assistant | | | | | | |
| Graduate Research Assistant | | \$9,000 | | \$9,000 | \$9,000 | \$9,000 |
| Student Support Subtotal | 0 | \$13,000 | 0 | \$13,000 | \$13,000 | \$13,000 |
| Operating Expenses | | | | | | |
| Office Supplies | | \$8,230 | | \$8,230 | \$8,230 | \$8,230 |
| Instructional Supplies | | \$9,942 | | \$9,942 | \$9,942 | \$9,942 |
| Travel | | \$10,000 | | \$10,000 | \$10,000 | \$10,000 |
| Marketing | | \$2,547 | | \$2,547 | \$2,547 | \$2,547 |
| Conference/Professional Development | | \$13,812 | | \$13,812 | \$13,812 | \$13,812 |
| Other Costs | | \$5,112 | | \$5,612 | \$5,112 | \$5,112 |
| Operating Expenses Subtotal | | \$49,643 | | \$50,143 | \$49,643 | \$49,643 |
| Total | 11 | \$327,152 | 1 | \$327,652 | \$327,152 | \$327,152 |

Attachment 1 Current Organizational Chart



January 2018

Attachment 2 Proposed Organizational Chart



January 2018

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
RADFORD UNIVERSITY HONORS COLLEGE**

MAY 3, 2018

WHEREAS, Radford University requests permission to establish an Honors College to replace the current Honors Academy; and

WHEREAS, the new Honors College would maintain the current organizational structure of being located within the Office of Academic Programs in the Division of Academic Affairs; and

WHEREAS, the proposed Honors College would provide increased clarity for several important external audiences. Such clarity is vital for a range of stakeholders, including new students, honors alumni and university benefactors; and

WHEREAS, the proposed Honors College reflects the university's continual commitment to providing a wide range of academic programs that emphasize the process of learning;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the establishment of an Honors College; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

ATTACHMENT C

**RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE
RESOLUTION OF TENURE RECOMMENDATIONS**

MAY 3, 2018

WHEREAS, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President, and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation, and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University, and

WHEREAS, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee, and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure,

ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY

| <u>Name</u> | <u>Department</u> |
|-----------------|--|
| Caleb L. Adams | Department of Mathematics & Statistics |
| Anthony M. Dove | Department of Mathematics & Statistics |

COLLEGE OF BUSINESS AND ECONOMICS

| <u>Name</u> | <u>Department</u> |
|------------------|-------------------------|
| Daniel F. Farhat | Department of Economics |

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

| <u>Name</u> | <u>Department</u> |
|-------------------|--|
| Pamela Y. Frasier | Department of Health and Human Performance |
| Darren W. Minarik | School of Teacher Education & Leadership |
| Brad E. Bizzell | School of Teacher Education & Leadership |
| Terry K. Smith | School of Teacher Education & Leadership |

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

| <u>Name</u> | <u>Department</u> |
|-----------------|-----------------------|
| Brock W. Cutler | Department of History |

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

| <u>Name</u> | <u>Department</u> |
|--------------------|-----------------------|
| Virginia K. Weisz | School of Nursing |
| Iris L. Mullins | School of Nursing |
| Deneen L. Evans | School of Social Work |
| Mashooq A. Salehin | School of Social Work |

THEREFORE, BE IT RESOLVED, it is recommended that the Academic Affairs Committee approve the faculty Tenure recommendations listed above to be presented to the full Board of Visitors at its next meeting, to become effective the beginning of the 2018-2019 academic year.

16-17.01—Motion to Create Rank of Senior Instructor

Referred by: Governance Committee

MOTION:

The Faculty Senate recommends the creation of the rank of Senior Instructor for Special Purpose faculty who have not attained their terminal degree.

1.6.1.1 Minimum Criteria for Faculty Promotion

(INSERT) Senior Instructor

~~Holds a Bachelor's degree in the discipline or field in which he or she will be employed to teach and has at least 18 hours of graduate credit in the field, or holds the Master's degree in the discipline or field in which he or she will be employed to teach.~~ Holds an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools. Must be special purpose faculty and have six years of service at Radford University as an instructor.

RATIONALE:

The creation of new position of Senior Instructor allows instructors the opportunity for applying for promotion during their sixth year of teaching. The rank of Senior Instructor rewards teaching excellence and recognizes their significant contributions to Radford University.

Passed October 13, 2016

[Return to Table of Contents.](#)

[Go to 16-17.02—Motion to Amend Language Regarding Adjunct Faculty.](#)

TO: E. Carter Turner, Ph.D.
Faculty Senate President

FROM: Brian O. Hemphill, Ph.D.
President

DATE: April 21, 2017

RE: Response to 16-17.01
Motion re: Create Rank of Senior Instructor

I have reviewed the motion by the Faculty Senate, which was referred by the Governance Committee and passed on October 13, 2016, with a recommendation to create the rank of Senior Instructor. Based on discussion by the Cabinet and the Leadership Council, the motion is conditionally approved, as outlined below, with an established increase of \$1,500 upon receiving the rank of Senior Instructor.

In accordance with the existing promotion and tenure process, it is critically important that individuals be carefully evaluated to determine teaching, scholarship, and service prior to awarding the rank of Senior Instructor. Therefore, this approval will not be effective until a process has been developed and approved by the Faculty Senate to ensure a consistent and thorough review, resulting in a fair and equitable determination of academic credentials and submitted materials. The process will require review and approval by the administration through the same process that is followed for Faculty Senate motions.

Please share this response with the full Faculty Senate.

17-18.06—Motion to Institute a Process for Promotion of Special Purpose Faculty to the Position of Senior Instructor

Referred by: Faculty Issues Committee

MOTION:

The Faculty Senate recommends that the FT&R Handbook statement on p. 28, 1.6.2.2 be used as the basis for a promotion process for special purpose faculty with some modifications reflecting departmental differences in the role of the special purpose faculty member. These modifications would take the form of **a statement explicitly referring to the department's expectations for role performance of the special purpose faculty member with respect to variations in the importance of service, professional accomplishments and teaching in this role.** It is recognized that in some departments, teaching performance may be the only ~~criteria~~ **criteria** for evaluation for promotion, and that this expectation varies across campus. **A statement to this effect, specifically describing departmental expectations for promotion of the special purpose faculty member, should be included in each department's handbook of policies and procedures.**

Current version: 1.6.2.2 The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years including a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member's application and documentation to the Chair of the appropriate Department Promotion Committee.

Add: 1.6.2.3 Special purpose faculty members will likewise follow the process as described above. Areas of evaluation will be weighted to accord with this faculty member's contract letter, expectations as described in departmental documents, and ~~ongoing~~ annual evaluations.

RATIONALE:

Whereas the motion creating the rank of senior instructor did not provide a process for promotion; and whereas a process for faculty promotion to the ranks of associate and full professor is included in the FT&R Handbook, a model for promotion to other faculty positions does exist. No changes to the current wording in section 1.6.2.2 appear to be necessary. However, because the role of the special purpose faculty member varies from one department to another, we recommend that each department must use criteria for promotion that are consistent with handbook and departmental expectations for time spent in teaching, professional activities and service and other functions assigned to the special purpose faculty in that department. We therefore propose the addition of the two sentences as noted above to the handbook. **It is recommended that these sentences or the like be added to the department's handbook.**

[Return to Table of Contents](#)

Resolution to Amend the Teaching and Research Faculty Handbook

May 3, 2018

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Affairs Committee who will in turn make recommendations to the member of the full Board of Visitors.

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee of the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.6.1.1: Minimum Criteria for Faculty Promotions** and **Section 1.6.2: Procedures for Recommending Promotions** of the *Teaching and Research Faculty Handbook* is hereby amended to permit the rank of Senior Instructor for Special Purpose faculty. Said sections are to now read as follows (additions are in **red**):

1.6.1.1 Minimum Criteria for Faculty Promotion

(INSERT) Senior Instructor

~~Holds a Bachelor's degree in the discipline or field in which he or she will be employed to teach and has at least 18 hours of graduate credit in the field, or holds the Master's degree in the discipline or field in which he or she will be employed to teach.~~ **Holds an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the**

Southern Association of Colleges and Schools. Must be special purpose faculty and have six years of service at Radford University as an instructor.

1.6.2: Procedures for Recommending Promotions

The Faculty Senate recommends that the FT&R Handbook statement on p. 28, 1.6.2.2 be used as the basis for a promotion process for special purpose faculty with some modifications reflecting departmental differences in the role of the special purpose faculty member. These modifications would take the form of **a statement explicitly referring to the department's expectations for role performance of the special purpose faculty member with respect to variations in the importance of service, professional accomplishments and teaching in this role.** It is recognized that in some departments, teaching performance may be the only ~~criteria~~ **criterion** for evaluation for promotion, and that this expectation varies across campus. **A statement to this effect, specifically describing departmental expectations for promotion of the special purpose faculty member, should be included in each department's handbook of policies and procedures.**

Current version: 1.6.2.2 The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years including a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member's application and documentation to the Chair of the appropriate Department Promotion Committee.

Add: 1.6.2.3 Special purpose faculty members will likewise follow the process as described above. Areas of evaluation will be weighted to accord with this faculty member's contract letter, expectations as described in departmental documents, and ongoing annual evaluations.

End of Board of Visitors Materials

