



## Table of Contents

Application for Continuing Accreditation	3
Introduction	4
Institutional Data Form	8
Program Data Form	10
Section I – General Requirements for Accreditation	15
Section I – Self Analysis Summary	41
Deficiencies from the 1997 Site Visit	41
Recommendations from the 1997 Site Visit	46
Program Strengths from Section I	50
Program Concerns from Section I	51
Program Plan of Improvement	52
Improvement Plan Progress	53
Institutional Constraints	54
Section II – Requirements for Athletic Training	55
Section II – Self Analysis Summary	63
Deficiencies from the 1997 Site Visit	63
Program Strengths from Section II	64
Program Concerns from Section II	65
Program Plan of Improvement	66
Improvement Plan Progress	67
Institutional Constraints	68



**SELF-STUDY REPORT  
(CONTINUING ACCREDITATION)  
ENTRY-LEVEL ATHLETIC TRAINING PROGRAM**

**Name of Program Athletic Training**

**Sponsoring Institution Indiana State University**

**Address Athletic Training Department, Arena Building C-11**

**City Terre Haute**

**State IN Zip 47809**

**Program Director Catherine Stemmans, PhD, ATC/L**

**Phone 812/237-8336 Fax 237-4368**

**E-Mail cat@indstate.edu**

**Department Chair Mitchell Cordova, PhD, ATC/L**

**Phone 812/237-4554 Fax 237-4368**

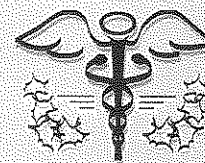
**E-Mail M-Cordova@indstate.edu**

**Attach this completed cover page to the Self-Study Report and forward to:**

**Joint Review Committee on Educational Programs in  
Athletic Training (JRC-AT)**

**P. O. Box 460939**

**Centennial, CO 80046-0939**



## INTRODUCTION

### Historical Overview of Indiana State University cont'd

The department personnel has grown to include a department chair, four faculty members, four clinical faculty members, one clinical education coordinator, four staff athletic trainers, three graduate fellows, an administrative assistant and two office assistants.

### Summary of the Self Study Process

The Entry Level Self Study Committee members were: Catherine L. Stemmans, Chair, Mitchell L. Cordova, Troy Hershman, Christopher D. Ingersoll, V. Scott Keller, B. Andrew Krause, Riann Palmieri, David Ralston, Marcus D. Stone, Douglas L. Timmons and Lori Vancza.

The most significant change, occurring since our last entry-level program accreditation, was a program revision adopted by the ISU Board of Trustees in Spring semester of 2000. In 1999, the National Athletic Trainers' Association published the third edition of the Athletic Training Educational Competencies. The ISU Athletic Training Department authored curricula reform to allow students to meet the demands of the newest educational standards. We believe this new curricula offers the most comprehensive athletic training education in the nation.

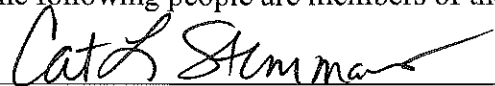
Early in the summer of 2000, two graduate assistants were assigned with specific responsibilities to entry-level program self study preparation. Over the course of two academic years, those assisting in that capacity were Darin Buttz, Brad Hayes, Jeff Otte, and Sean Sreniawski. Throughout the 1999-2000 and 2000-2001 academic years, the committee and assistants have evaluated the program and developed and refined the Indiana State University Entry-Level Athletic Training Education Program Self-Study Document.



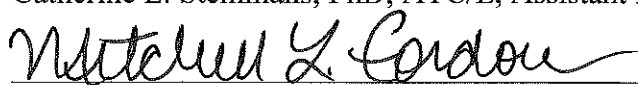
Indiana State University  
Athletic Training Department

Entry-Level Program Self-Study Committee

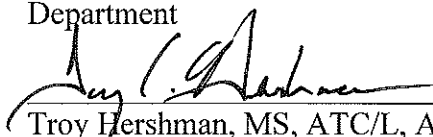
The following people are members of the ISU Entry-Level Program Self Study Committee:



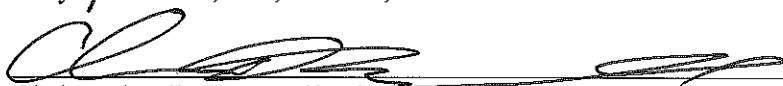
Catherine L. Stemmans, PhD, ATC/L, Assistant Professor, Entry-Level Program Director



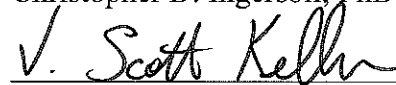
Mitchell L. Cordova, PhD, ATC/L, FACSM, Associate Professor, Acting Chair, Athletic Training Department



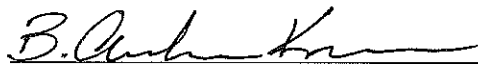
Troy Hershman, MS, ATC/L, Assistant Athletic Trainer



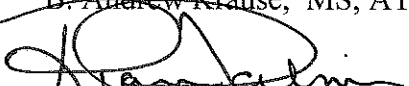
Christopher D. Ingersoll, PhD, ATC/L, FACSM, Professor, Interim Dean, School of Graduate Studies



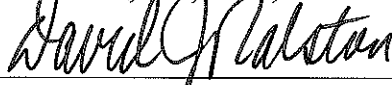
V. Scott Keller, ATC/L, Assistant Athletic Trainer



B. Andrew Krause, MS, ATC, Graduate Fellow



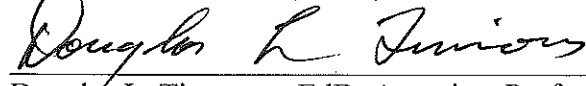
Riann Palmieri, MS, ATC, Graduate Fellow



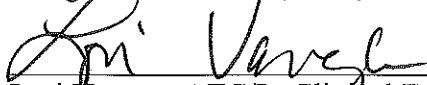
David Ralston, MS, ATC/L, Executive Director of Athletic Training Services



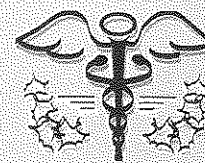
Marcus B. Stone, MS, ATC, Graduate Fellow



Douglas D. Timmons, EdD, Associate Professor, Associate Dean of Health And Human Performance

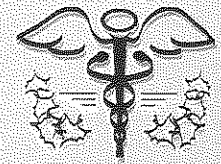


Lori Wancza, ATC/L, Clinical Education Coordinator



## Athletic Training Self Study Report Institutional Data Form

1. Official name of sponsoring institution: Indiana State University  
Address 200 North Seventh Street  
City Terre Haute  
State Indiana Zip Code 47809
2. Nature of the Institution  
 Public       Private
3. Chief Administrative Officer of Sponsoring Institution  
Name Lloyd W. Benjamin III, PhD  
Title President of the University  
Address Condit House Room 101  
City Terre Haute  
State Indiana Zip Code 47809
4. Dean or Coordinator of Allied Health Education  
Name Barbara A. Passmore, PhD  
Title Dean, School of Health and Human Performance  
Address Arena Room C-25 City Terre Haute  
State Indiana Zip Code 47809
5. Institutional Accreditation  
Regional Accrediting Association Name North Central Association of Colleges and Secondary Schools  
Date of Last Accreditation July 1, 2000
6. Is the sponsoring institution legally authorized under applicable state law to provide postsecondary education?  
 Yes       No       No applicable State Law
7. Does the institution publish a general bulletin or catalog on its educational programs?  
 Yes       No
8. Does the institution have a tuition refund policy?  
 Yes       No
9. Where does the institution publish information on tuition rates and refunds?  
 General Bulletin or Catalog  
 Individual Program Bulletin or Brochure  
 As a separate document  
 Does not publish this information
10. Does the institution have an Office of Financial Aid for students?  
 Yes       No
11. Does the institution have a faculty grievance policy?  
 Yes       No



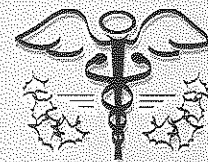
## Athletic Training Self Study Report Institutional Data Form

12. Does the institution have a student grievance policy?  
 Yes       No
13. Students in the allied health programs have ready access to which of the following library resources?  
 University/College/School Library  
 Academic Health Center Library  
 Program/Department Library  
 Interlibrary Loan  
 Hospital Library
14. Student Health Services are available at:  
 Student Health Services operated by sponsoring institution  
 General health care facility operated by sponsoring institution  
 Referral to contracted student health service elsewhere  
 Referral to provider of student's choice  
 Other (Please Explain \_\_\_\_\_)
15. Official student records are maintained:  
 Permanently  
 other duration (specify) \_\_\_\_\_
16. Official student records are maintained by:  
 Institutional Registrar/Office of Student Records  
 Allied Health Dean's/Director's Office  
 Program/Department Office  
 Other (specify) \_\_\_\_\_



## Athletic Training Self Study Report Institutional Data Form

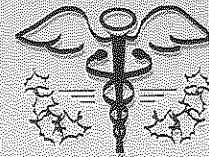
12. Does the institution have a student grievance policy?  
 Yes       No
13. Students in the allied health programs have ready access to which of the following library resources?  
 University/College/School Library  
 Academic Health Center Library  
 Program/Department Library  
 Interlibrary Loan  
 Hospital Library
14. Student Health Services are available at:  
 Student Health Services operated by sponsoring institution  
 General health care facility operated by sponsoring institution  
 Referral to contracted student health service elsewhere  
 Referral to provider of student's choice  
 Other (Please Explain \_\_\_\_\_)
15. Official student records are maintained:  
 Permanently  
 other duration (specify) \_\_\_\_\_
16. Official student records are maintained by:  
 Institutional Registrar/Office of Student Records  
 Allied Health Dean's/Director's Office  
 Program/Department Office  
 Other (specify) \_\_\_\_\_



## Athletic Training Self Study Report Program Data Form

1. Official Name of Program Indiana State University Entry-Level Athletic Training Education Program  
Address Athletic Training Department  
City Terre Haute State Indiana Zip 47809  
Phone Number (812)237-8336 FAX Number (812)237-4368  
  
In **Appendix 1** include the following:
  - a) Institutional Organization Chart(s) showing relationship(s) between the Athletic Training Educational Program being evaluated for accreditation and the Institution
  - b) Mission Statement of the **Program**
  - c) Institution's General Bulletin/Catalog and relevant Program brochures and/or catalogs
  - d) Consortium Data Form (if applicable)
2. Program Objectives  
In **Appendix 2** include a statement of the program's overall educational objectives and a completed **Competencies In Athletic Training** checklist.
3. Specify the following:
  - a) Length of professional program in terms (i.e., semesters, quarters) 4 semesters  
in credit hours 61 hours
  - b) Estimated average number of entering (First Year) students the program could accommodate 12
  - c) Actual average number of entering (First Year) students per year over the last five years 12
  - d) Terms (fall, winter, spring, summer) in which entering (First Year) students are admitted Fall
  - e) Total number of students currently enrolled in clinical program 24
  - f) Certificate or Degree awarded Bachelor of Science in Athletic Training
  - g) Tuition and fees Resident \$1713, Non-Resident \$4277
4. In **Appendix 3**, provide a table summarizing enrollment, attrition and any available graduate statistics since the last on-site visitation. Graduate statistics may include certification/licensure/registry results, employment statistics, etc.
5. In **Appendix 4**, include a list of current affiliates indicating those for which there is a signed agreement and submit copies of all current affiliation agreements.
6. Program Director  
Name Catherine L. Stemmans, PhD, ATC/L  
Administrative Title Entry-Level Program Director  
Address Athletic Training Department City Terre Haute  
State & Zip Indiana 47809 Telephone 812/237-8336  
NATA Certification Number 119402563
7. Department Chair or Administrator (if different from above)  
Name Mitchell L. Cordova, PhD, ATC, FACSM  
Administrative Title Acting Chair, Athletic Training Department  
Address Athletic Training Department City Terre Haute  
State & Zip IN 47809 Telephone 812/237-4554





## Athletic Training Self Study Report Program Data Form

8. Medical Director

Name Dorene Hojnicki, DO

Administrative Title Medical Director of Athletic Training Education Programs

Address Indiana State University Student Services Building City Terre Haute

State & Zip IN 47809 Telephone 812/237-3883

9. Supervisors of Clinical Experiences

Name	Location	NATA-BOC Certification #
Tricia Berg, MS, ATC/L	Terre Haute North High School	049902400
Ron Clinkenbeard, MS, ATC/L	Rose Hulman Institute of Tech	029802635
Michual Coe, EdD, PT	Nova Care	N/A
Brian Frenkiewich, ATC	Indiana State University	020002144
Alexandra Giannini, ATC	Terre Haute South High School	050002053
Cinda Gee, MS, ATC/L	Rose Hulman Institute of Tech	040002020
Janet Groesch, ATC	Indiana State University	060002470
Takeru Hatachi, ATC	West Vigo High School	020102177
Troy Hershman, MS, ATC/L	Indiana State University	079202406
Dorene Hojnicki, DO	Indiana State University	N/A
Kyle Judd, ATC	Indiana State University	020002168
Kristen Kauffman, ATC	Indiana State University	080002281
V. Scott Keller, ATC/L	Indiana State University	089902502
Lisa Martin, MS, ATC/L	Rose Hulman Institute of Tech	029602526
David Ralston, MS, ATC/L	Indiana State University	000009263
Brady Scott, ATC/L	Terre Haute North High School	099502523
Molly Thompkins, ATC	Indiana State University	060002502
Lori Vancza, ATC/L	Indiana State University	000041230
James Welch, MD	Union Hospital	N/A
John Welch, MD	Union Hospital	N/A
Theresa Wright, ATC/L	Indiana State University	199802624

10. In Appendix 5, include the Curricula Vitae or a Faculty Vita Form AND job descriptions for athletic training faculty including NATA Certification Numbers.

11. Does the institution have a tenure system?

Yes       No       Not Applicable

12. Are all certified athletic trainer/full-time faculty in this program eligible for tenure track appointments?

Yes       No       Not Applicable

13. How many of the certified athletic trainer/full-time faculty are tenured? 1

Please list those with tenure:

Christopher D. Ingersoll, PhD, ATC, FACSM



## Athletic Training Self Study Report Program Data Form

14. The institution provides which of the following for professional development of faculty?  
 Continuing or In-Service education at the institution  
 Tuition Waiver/Reimbursement  
 Release Time  
 Travel and/or Registration Funds  
 Other (please describe)
15. List below the professional and clerical personnel of the program and identify their responsibilities by the following code:  
(A) athletic training administrative;  
(B) athletic training teaching  
(C) athletic training student performance evaluation  
(D) athletic training secretarial

Name	Title	Responsibility
Allayne Bell	Administrative Assistant	D
Mitchell L. Cordova, PhD, ATC, FACSM	Assistant Professor & Acting Department Chair	ABC
Jeffery Edwards, PhD	Associate Professor	BC
Troy Hershman, MS, ATC	Assistant Athletic Trainer	BC
Dorene Hojnicky, DO	Clinical Assistant Professor	BC
Chris Ingersoll, PhD, ATC/L, FACSM	Professor & Interim Dean of Graduate Studies	ABC
V. Scott Keller, ATC	Assistant Athletic Trainer	BC
Thomas Klootwyk, MD	Clinical Professor	BC
B. Andrew Krause, MS, ATC	Graduate Fellow	BC
Miranda Latrell	Student Office Assistant	D
Megan Moore	Student Office Assistant	D
Angela Pedroza, ATC	Instructor	BC
Riann Palmieri, MS, ATC	Graduate Fellow	BC
David Ralston, MS, ATC/L	Executive Director of Athletic Training Services & Assistant to the Chair	ABC
Catherine L. Stemmans, PhD, ATC/L	Assistant Professor & Entry Level Program Director	ABC
Marcus B. Stone, MS, ATC	Graduate Fellow	BC
Lori Vancza, ATC	Clinical Education Coordinator	ABC
James Welch, MD	Clinical Assistant Professor	BC
John Welch, MD	Clinical Associate Professor	BC
Theresa Wright, ATC	Assistant Athletic Trainer	BC

16. Specify the following:  
a) Number of full-time classroom teaching athletic training faculty assigned to the program

Please list names:

3

Mitchell L. Cordova, PhD, ATC/L, FACSM

Catherine L. Stemmans, PhD, ATC/L

Melissa Thomeczek, MS ATC

Note: Christopher D. Ingersoll, PhD, ATC/L, FACSM is a professor in the Athletic Training Department but he did not teach any classes in the Entry-Level Program during the 2000-2001 Academic Year.

Jeffery Edwards, PhD, is an Associate Professor in both Physical Education and Athletic Training Departments.



## Athletic Training Self Study Report Program Data Form

b) Number of part-time classroom teaching athletic training faculty assigned to the program 8

Please list names:

Brian Frenkiewich, ATC

Janet Groesch, ATC

Kristen Kauffman, ATC

B Andrew Krause, MS, ATC

Riann Palmieri, MS, ATC

Angela Pedroza, ATC

Marcus B. Stone, MS, ATC

Molly Thompkins, ATC

c) Number of clinical instructors assigned to the program 21

17. Indicate the program's current fiscal year budget for:

Instructional Supplies	\$ 16,600.00
Continuing Education	\$ 6,200.00
Other Expenses	<u>\$397,281.00</u>
Total Budget	\$420,081.00

18. What percent of the above total is from sources external to the institution (i.e., sponsored research, grants, contracts, professional service) ? 7%

19. Does the program/institution have written health/safety policies for students?

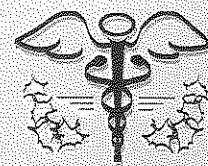
Yes  No

20. Counseling for students in academic difficulty, and other educational guidance is provided by:

Program Administration  
 Program Faculty  
 Institution's Guidance/Counseling Center  
 Referral  
 Other (please describe)

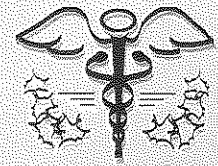
21. Personal counseling for students is available from:

Program Administration  
 Program Faculty  
 Institution's Counseling Center  
 Referral to private counseling  
 Other (please describe)



## Athletic Training Self Study Report Program Data Form

22. In **Appendix 6**, include the following items:
- a) A copy of program admission policies and criteria (or a reference to relevant pages in Institution/ Program official publication)
  - b) A brief summary of the program's admissions process
  - c) Forms used to evaluate student's success in completing each course and/or clinical segment of the curriculum that are utilized in each Student Folder
  - d) Athletic Training Program Application Form
23. In **Appendix 7**, include detailed course outlines for the athletic training courses required in the Athletic Training Educational Program. Course summaries/syllabi **must** include daily/weekly topics of instruction.
24. In **Appendix 8**, include all forms utilized for recording student clinical hours and provide an overview of the clinical experience illustrating the progression involved in the clinical rotations.



## Section One General Requirements for Accreditation

### A. SPONSORSHIP

1. The sponsoring institution and affiliates, if any, must be accredited by recognized agencies and or meet equivalent standards.

*Indiana State University is accredited by the North Central Association of Colleges and Secondary Schools to offer bachelor's and master's degrees, the Educational Specialist degree, the Doctor of Philosophy degree and the Doctor of Psychology degree. The most recent onsite evaluation occurred in 2000 and Indiana State University was granted the full 10-year period of accreditation. Please refer to page 2 of the 2000-2002 Indiana State University Undergraduate Catalog for specific reference to this status.*

2. In programs in which academic and clinical didactic and supervised practice are provided by two or more institutions, responsibilities for program administration, instruction, supervision, and other functions of the sponsoring institutions and of each affiliate must be clearly documented as a formal affiliation agreement or memorandum of understanding.

*Indiana State University's Entry-Level Athletic Training Education Program utilizes 6 affiliated sites for clinical instruction: Nova Care, Terre Haute North High School, Terre Haute South High School and West Vigo High School. The clinical supervisors are listed below:*

*A P & S Northside*

*James Welch, MD*

*John Welch, MD*

*Nova Care*

*Michual Coe, EdD, PT*

*Terre Haute North High School*

*Tricia Berg, MS, ATC*

*Brady Scott, ATC*

*Terre Haute South High School*

*Alexandra Giannini, ATC*

*West Vigo High School*

*Takeru Hitachi, ATC*

*Rose Hulman Institute of Technology*

*Lisa Martin, MS, ATC/L*

*Ron Clinkenbeard, MS, ATC/L*

*Cinda Gee, MS, ATC/L*

*Formal affiliation agreements between these settings and Indiana State University have been established. Copies of these agreements can be found in Appendix 4.*



## Section One General Requirements for Accreditation

### A. SPONSORSHIP cont'd

3. Accredited educational programs may be established in senior colleges and universities, and in other institutions or consortia which meet comparable standards for education in Athletic Training.

***Indiana State University was granted university status in 1965. Please refer 2000-2002 Indiana State University Undergraduate Catalog (Page 2) for a specific reference.***

4. The sponsoring institution assumes primary responsibility for student admission, curriculum planning, selection of course content, coordination of classroom teaching and supervised clinical practice, appointment of faculty, receiving and processing applications for admission, and granting the certificate or degree documenting satisfactory completion of the educational program. The sponsoring institution shall also be responsible for providing assurance that the practice activities assigned to students in a clinical setting are appropriate to the program.

***Indiana State University assumes primary responsibility for all tasks identified. University admission requirements and regulations are published on page 4 of the 2000-2002 Indiana State University Undergraduate Catalog. The Entry-Level Athletic Training Education Program publishes student admission policies in the Entry-Level Selection and Retention Process. This document is located in Appendix 6. The selection of course content, curriculum planning, coordination of classroom teaching and supervised clinical practice, and providing assurance that the practice activities assigned to students in a clinical setting are appropriate to the program are the responsibility of the Athletic Training Department faculty. The appointment of faculty is the responsibility of the Board of Trustees and President of the University upon the recommendation from the Provost and Vice President of Academic Affairs. University Admissions is responsible for receiving and processing university admissions. The Entry-Level Program Director is responsible for receiving and processing program admissions. The Board of Trustees and President of the University; upon recommendation from the Provost and Vice President of Academic Affairs, is responsible for conferring the degree documenting satisfactory completion of the educational program.***

5. Sponsoring institutions must be authorized under applicable law or other acceptable authority to provide a program of financial aid education.

***Indiana State University is authorized to provide financial aid to students. For an explanation please refer to page 20 of the 2000-2002 Indiana State University Undergraduate Catalog.***



## Section One General Requirements for Accreditation

### B. RESOURCES

#### 1. Personnel

##### a. Administrative Personnel

The program must have adequate leadership and management. These officials shall possess the necessary qualifications to perform the functions identified in documented job descriptions.

*The President of the University, Lloyd Benjamin III, PhD; Interim Provost and Vice President of Academic Affairs, David Hopkins, PED; Dean of the School of Health and Human Performance, Barbara Passmore, PhD and Acting Chairperson in the Athletic Training Department, Mitchell Cordova, PhD, ATC/L FACSM, perform the primary leadership and management functions to meet this standard. Acting Chairperson Cordova possesses the necessary qualifications to provide leadership and perform the functions identified in his job description. Please refer to the ISU institutional organizational chart (Appendix 1), the Institutional Data Form and Dr. Cordova's vita form (Appendix 5) for support of these statements.*

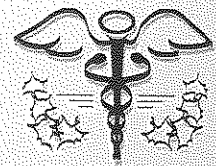
##### (1) Program Director

##### (a) Responsibilities

The Program Director shall be responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the athletic training educational program.

*Catherine L. Stemmans, PhD, ATC/L is a full time, tenure-track faculty member with a 1.0 FTE assignment in the Athletic Training Department. Her current academic rank is Assistant Professor. Dr. Stemmans has a 9 month, 100% academic appointment with .75 assigned to teaching, and .25 assigned for administration of the entry-level athletic training education program. She is progressing toward tenure and expects to submit her dossier for tenure and promotion during the 2005-2006 academic year. Please refer to her vita and job description (Appendix 5) for support of these statements.*





## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

#### 1. Personnel

##### (1) Program Director

##### (b) Qualifications

The Program Director shall be a full-time employee of the sponsoring institution and must be a member of the teaching faculty as defined by school policy. The Program Director shall also have current NATA recognition a certified athletic trainer or possess equivalent qualifications and have appropriate experience, as such, in the clinical supervision of student athletic trainers.

*Dr Stemmans is a full time faculty member of Indiana State University's Athletic Training Department. She is a NATA-BOC Certified Athletic Trainer. Please refer to Dr Stemmans' vita for support of these statements. Note: Dr Stemmans' tenure track appointment began in the Fall semester 2000, after the 2000-2002 Indiana State University Undergraduate Bulletin went to print. No record in the current bulletin exists. This change will be made in the next iteration of the bulletin.*

#### b. Instructional Staff

##### (1) Clinical Instructors

##### (a) Responsibilities

A clinical instructor is a faculty or staff member who provides direct supervision and instruction of students in the clinical aspect of the athletic training educational program.

*Indiana State University utilizes 21 clinical instructors who provide direct supervision and instruction to our student athletic trainers. Direct supervision is clearly explained in the Clinical Instructor Workshop and documented in the Clinical Instructor Expectations. Please refer the Program Data Form (page 11), vita forms (Appendix 5) and Clinical Instructor Expectations (Appendix 8) for support of these statements.*





## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

1. Personnel
  - b. Instructional Staff
    - (1) Clinical Instructors
      - (b) Qualifications

A clinical instructor shall have current NATA recognition as a certified athletic trainer or possess equivalent qualifications and have appropriate experience, as such, in the clinical supervision of student athletic trainers.

*Seventeen of the 21 clinical instructors are NATA-BOC Certified Athletic Trainers, two are licensed physicians (allopathic) specializing in family practice with certificates of added qualifications in sports medicine, one is a licensed physician, (osteopathic) and one is a licensed physical therapist. All have completed the Indiana State University Athletic Training Clinical Instructor Workshop. All have sufficient training and support to directly supervise student athletic trainers. Six of the 17 clinical instructors have less than one year of full time experience. These individuals are provided mentors who assist in their clinical instruction duties. The clinical education coordinator, Lori Vancza, ATC/L supervises, provides more frequent clinical instructor assessment, and feedback to novice clinical instructors. Please see vita forms and job descriptions for (Appendix 5) support of these statements.*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

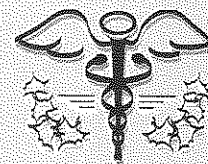
1. Personnel
- b. Instructional Staff
- (2) Other Instructional Staff
- (a) Responsibilities

The teaching faculty of the athletic training educational program shall be identified as those faculty members responsible for teaching in the required subject matter areas specified in Section II and other course work included in the athletic training curriculum as identified by the institution.

*ISU instructors teach the 13 athletic training subject matter areas required in Section II in the current program of study:*

<u>Subject Matter</u>	<u>Course</u>	<u>Instructor(s)</u>
<i>Prevention of Athletic Inj/III</i>	<i>ATTR 212</i>	<i>Ralston</i>
<i>Evaluation of Athletic Inj/III</i>	<i>ATTR 363 &amp; 365</i>	<i>Thomeczek &amp; Palmieri</i>
<i>First Aid &amp; Emergency Care</i>	<i>ATTR 212</i>	<i>Ralston</i>
<i>Therapeutic Modalities</i>	<i>ATTR 472</i>	<i>Krause</i>
<i>Therapeutic Exercise</i>	<i>ATTR 475</i>	<i>Krause</i>
<i>Admin Athletic Training Prog</i>	<i>ATTR 425</i>	<i>Ralston</i>
<i>Human Anatomy</i>	<i>ATTR 210</i>	<i>Stone &amp; Palmieri</i>
<i>Human Physiology</i>	<i>PE 220</i>	<i>Edwards</i>
<i>Exercise Physiology</i>	<i>PE 480</i>	<i>Edwards</i>
<i>Kinesiology &amp; Biomechanics</i>	<i>ATTR 380</i>	<i>Stone</i>
<i>Nutrition</i>	<i>ATTR 385</i>	<i>Pedroza</i>
<i>Psychology</i>	<i>PSYC 110</i>	<i>Levy</i>
<i>Personal /Community Health</i>	<i>HLTH 111</i>	<i>Gabany, Ferng, Cooper</i>

*As mentioned in the Introduction of this document, the Indiana State University Entry-Level Athletic Training Education Program was granted approval of a new curriculum. This curriculum is currently being advertised to potential students. It will begin in the Fall semester of 2001 with the freshmen class. As those students will be on campus when the on-site visit occurs, we have provided instructor information.*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

*The Athletic Training Bachelor of Science program of study, beginning in the 2001-2002 Academic Year, will include the following courses to meet this standard:*

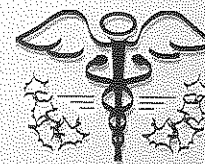
<u>Subject Matter</u>	<u>Course</u>	<u>Instructor</u>
<i>Prevention of Athletic Inj/Ill</i>	<i>ATTR 212</i>	<i>Brucker</i>
<i>Evaluation of Athletic Inj/Ill</i>	<i>ATTR 363 &amp; 365</i>	<i>Demchak</i>
<i>First Aid &amp; Emergency Care</i>	<i>HLTH 211</i>	<i>Henderson</i>
<i>Therapeutic Modalities</i>	<i>ATTR 472</i>	<i>Demchak</i>
<i>Therapeutic Exercise</i>	<i>ATTR 475</i>	<i>Cordova</i>
<i>Admin Athletic Training Prog</i>	<i>ATTR 425</i>	<i>Stemmans</i>
<i>Human Anatomy</i>	<i>ATTR 210</i>	<i>Brucker &amp; Storsved</i>
<i>Human Physiology</i>	<i>PE 220</i>	<i>Edwards</i>
<i>Exercise Physiology</i>	<i>PE 480</i>	<i>Edwards</i>
<i>Kinesiology &amp; Biomechanics</i>	<i>ATTR 380</i>	<i>Brucker</i>
<i>Nutrition</i>	<i>FCS 429</i>	<i>Byrne</i>
<i>Psychology</i>	<i>PSYC 110 &amp; COUN 433</i>	<i>Levy &amp; Yoder</i>
<i>Personal /Community Health</i>	<i>HLTH 111</i>	<i>Gabany, Ferng, &amp; Cooper</i>

*Please see the faculty vita forms, job descriptions (Appendix 5) and course syllabi for support of this information (Appendix 7).*

*Additionally the following subject matter and courses will be implemented as the new curriculum progresses:*

<u>Subject Matter</u>	<u>Course</u>	<u>Implementation Date</u>
<i>Athletic Training Medical Terminology</i>	<i>ATTR 225</i>	<i>Spring 2003</i>
<i>Pharmacology for Athletic Trainers</i>	<i>ATTR 435</i>	<i>Spring 2005</i>
<i>Pathophysiology for Athletic Trainers</i>	<i>ATTR 473</i>	<i>Fall 2004</i>

*Indiana State University has recently hired 3 new athletic training faculty members. Timothy Demchak, PhD, ATC, Jody Brucker, MS, ATC and John Storsved, HSD, ATC will begin their assistant professor positions in the Fall semester of 2001. Mr. Brucker is expected to complete his Doctor of Philosophy degree during the fall of 2001. With these additional faculty, we feel we can best meet the educational needs of our students. A copy of their vitas are available for support of this information (Exhibit A).*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

1. Personnel
  - b. Instructional Staff
    - (2) Other Instructional Staff
      - (b) Qualifications

Faculty members responsible for teaching required subject matter must be qualified through professional preparation and experience in their respective academic areas.

*Please refer to page 20-21 of this document to identify the instructors of athletic training subject matter. We believe their professional preparation and experience exceeds this standard. Please refer to their faculty vita forms for support of this statement (Appendix 5).*

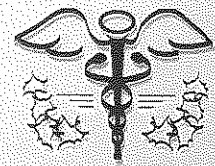
- (c) Number

There shall be sufficient faculty to provide students with adequate attention, instruction, and supervised practice to acquire the knowledge and competence needed for entry into the occupation.

*Indiana State University has made a profound commitment to establishing the best athletic training education programs in the nation. We have a strong, diverse, and professionally recognized faculty and staff.*

*Indiana State University's Athletic Training Department currently has 1 tenured professor, 1 tenured associate adjunct professor, 1 non-tenured associate professor, 1 tenure track assistant professor, 1 non-tenure track assistant professor, 1 clinical associate professor and 3 clinical assistant professors. In the fall semester of 2001, the Athletic Training Department will have one additional tenure track assistant professor and one additional non-tenure track assistant professor. In addition to the faculty positions, we have 4 full-time and 7 part-time classroom instructors. We have 21 clinical instructors, with 5 being full-time employees of the university.*

*The number of faculty members is sufficient to instruct the student athletic trainers. We limit the class size in the junior and senior years to twelve individuals to establish a low student to faculty ratio (5:1) and student to clinical instructor ratio (2:1). Please refer to class size summary (Exhibit B) for support of these statements.*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

#### 1. Personnel

##### c. Medical and Allied Health Personnel

The athletic training education program must assure adequate opportunity for athletic training students to become familiar with the roles and responsibilities of various medical and allied health personnel comprising the sports medicine team.

*The Athletic Training Department offers a 3-hour course called Introduction to Health Professions. In this course, several medical and allied health practitioners provide lectures to introduce their respective occupations. A listing of personnel is provided for you perusal:*

<u>Speaker</u>	<u>Topic</u>
<i>Aaron Luttrell, DDS</i>	<i>Dentistry</i>
<i>Renee Keller, OT</i>	<i>Occupational Therapy</i>
<i>Michelle Brown, PT</i>	<i>Physical Therapy &amp; PT Assistant</i>
<i>Tom Sawyer, PhD</i>	<i>Legal Liability</i>
<i>Jeff Wilson, NREMT-B</i>	<i>EMT/Advanced EMT/Paramedic</i>
<i>Eliezer Bermudez, PhD</i>	<i>Environmental Health</i>
<i>Yasenska Peterson, PhD</i>	<i>Community Health</i>
<i>Jennifer McKinney, DP</i>	<i>Pharmacy/Pharmacology</i>
<i>David Ralston, MS,ATC/L</i>	<i>Athletic Training</i>
<i>Jeffery Bollenbacher, DO</i>	<i>Orthopaedic Surgeon</i>
<i>James Welch, MD</i>	<i>General Medicine/Medical School</i>

*Please refer to the ATTR 110 course syllabi for support of these statements (Appendix 7).*

*Dorene Hojnicky, DO, Medical Director of the Student Health Center and Medical Director of Athletic Training Education Programs, has been extremely proactive about working with our student athletic trainers. She provides guest lectures on radiology, emergency medicine as well as providing outstanding clinical instruction to our students. During the clinical rotation at the Student Health Center, student athletic trainers interact with nurses and nurses practitioners. John Welch, MD and James Welch, MD are family practice physicians, with Sport Medicine CAQ's, who have clinical associate professor and clinical assistant professor appointments in our faculty, respectively. They are available to the student athletic trainers during practices and competitions that coincide with student clinical experiences as well as serving as instructors to students completing clinical rotations at their family practice clinic. Michual Coe, EdD, PT is available as a clinical instructor to our student athletic trainers.*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

#### 1. Personnel

##### c. Medical and Allied Health Personnel

##### (1) Team Physician

The team physician(s) must be involved in the athletic training educational program.

*Dorene Hojnicky, DO , Medical Director of the Student Health Center and Medical Director of Athletic Training Education Programs, has been extremely proactive about working with our student athletic trainers. She provides guest lectures on radiology, emergency medicine as well as providing outstanding clinical instruction to our students. Additionally, the Athletic Training Department has two team physicians, John Welch, MD, James Welch, MD and one team orthopedic physicians, Thomas Klootwyk, MD. Please refer to their vita and job description for support of these statements (Appendix 5).*

##### (2) Additional Medical and Allied Health Personnel

There must be involvement of a variety of medical specialists and allied health personnel as full-time or part-time classroom instructors, guest lecturers, or clinical instructors.

*The Athletic Training Department offers a 3-hour course called Introduction to Health Professions. In this course, several medical and allied health practitioners provide lectures to introduce their respective occupations. A listing of personnel is provided for your perusal:*

<u>Speaker</u>	<u>Topic</u>
<i>Aaron Luttrell , DDS</i>	<i>Dentistry</i>
<i>Renee Keller, OT</i>	<i>Occupational Therapy</i>
<i>Michelle Brown, PT</i>	<i>Physical Therapy &amp; PT Assistant</i>
<i>Tom Sawyer, PhD</i>	<i>Legal Liability</i>
<i>Jeff Wilson, NREMT-B</i>	<i>EMT/Advanced EMT/Paramedic</i>
<i>Eliezer Bermudez, PhD</i>	<i>Environmental Health</i>
<i>Yasenska Peterson, PhD</i>	<i>Community Health</i>
<i>Jennifer McKinney, DP</i>	<i>Pharmacy/Pharmacology</i>
<i>David Ralston, MS,ATC/L</i>	<i>Athletic Training</i>
<i>Jeffery Bollenbacher, DO</i>	<i>Orthopaedic Surgeon</i>
<i>James Welch, MD</i>	<i>General Medicine/Medical School</i>



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

*Please refer to the ATTR 110 course syllabi for support of these statements (Appendix 7).*

*Dorene Hojnicky, DO, Medical Director of the Student Health Center and Medical Director of Athletic Training Education Programs, has been extremely proactive about working with our student athletic trainers. She provides guest lectures on radiology, emergency medicine as well as providing outstanding clinical instruction to our students. During the clinical rotation at the Student Health Center, student athletic trainers interact with nurses and nurses practitioners. John Welch, MD and James Welch, MD are family practice physicians, with Sport Medicine CAQ's, who have clinical associate professor and clinical assistant professor appointments in our faculty, respectively. They are available to the student athletic trainers during practices and competitions that coincide with student clinical experiences as well as serving as instructors to students completing clinical rotations at their family practice clinic. Michual Coe, EdD, PT is available as a clinical instructor to our student athletic trainers.*

#### d. Clerical and Support Staff

Adequate clerical and other support staff shall be available.

*Indiana State University's Athletic Training Department employs, Allayne Bell, a full-time department administrative assistant who assists the faculty and staff. Additionally, Ms. Bell has two part time assistants, Ms. Miranda Latrell and Ms. Megan Moore.*

#### 1. Personnel

#### e. Professional Development

Programs shall encourage program staff and faculty to pursue continuing professional growth to assure that program faculty and officials can fulfill their responsibilities.

*The Indiana State University Athletic Training Department provides professional development funds to full-time faculty and staff. Please refer to question 19 on the program data form and the budget form (Exhibit C) and continuing education activities on Faculty Vita Forms (Appendix 5) for support of this statement.*





## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

#### 2. Financial Resources

Resources to operate an educational program shall be ensured to fulfill obligations to matriculating and enrolled students.

***Indiana State University's Athletic Training Department functions fiscally on an approximately \$420,000 budget. This money is used to support academic programs and athletic medicine services. Please refer to question 19 on the program data form and the budget form (Exhibit C) for support of this statement.***

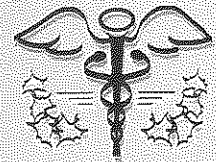
#### 3. Physical Resources

##### a. Facilities

Adequate classrooms, laboratories, clinical and other facilities, and administrative offices shall be provided for students, program staff, and faculty. The athletic training room provides the primary facility in which the clinical aspect of the athletic training education program is conducted. Athletic training rooms must provide adequate space for effective learning experiences for all athletic training students enrolled in the clinical aspect of the program.

***Indiana State University's School of Health and Human Performance is housed in the Arena Building. The Arena Building is shared with the Department of Intercollegiate Athletics and Intramural Recreation. Academic facilities include 9 classrooms, an athletic training instructional laboratory, an athletic medicine facility, a biomechanics laboratory, an exercise physiology laboratory, a 25-seat student computer laboratory, a motor learning laboratory, an environmental health and safety laboratory, a natatorium, 2 gymnasiums, and faculty and staff offices. The Sport Injury Research Center is located on the 3rd floor of the Student Services Building. Satellite athletic medicine facilities are located at Memorial Stadium, and Hulman Center. Please refer to floor plans of the three athletic medicine facilities (Exhibit D).***





## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

#### 3. Physical Resources

##### b. Equipment and Supplies

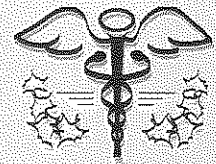
Appropriate and sufficient equipment, supplies, and storage space shall be provided for student use and for teaching the didactic and supervised clinical practice components of the curriculum. Instructional aids such as clinical specimens, documents and related materials, reference materials, equipment and demonstration aids must be provided when required by the types of learning experiences delineated for either the didactic or supervised clinical education components of the curriculum.

*A variety of instructional aids and supplies are provided for student use and for teaching the didactic and supervised clinical components of the curriculum. Audiovisual equipment (projection carts, and laptops, overhead projectors) are available via permanent fixtures in classroom or mobile carts. The Athletic Training Instructional Laboratory is appropriately maintained with state of the art anatomical figures, computers, and educational multimedia. Resources have recently been allocated to increase the number of student computer workstations and install a permanent computerized audiovisual projection system in the Athletic Training Instructional Laboratory.*

##### (1) Therapeutic Modalities and Rehabilitation

A wide range of contemporary therapeutic modalities and rehabilitation equipment must be available for instructional purposes.

*Therapeutic modalities and rehabilitation equipment are available for instructional purposes in the following campus locations: Arena Athletic Medicine Facility, Athletic Training Instructional Classroom, Sports Injury Research Center, Hulman Center Athletic Medicine Facility and Memorial Stadium Athletic Medicine Facility. Instruction materials are used in both didactic and clinical components of the entry-level athletic training educational program. Please refer to the listing of therapeutic modalities and rehabilitation equipment for support of these statements (Exhibit E)*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

#### 3. Physical Resources

##### b. Equipment and Supplies

##### (2) First Aid and Emergency Care Equipment

Equipment and supplies necessary for the appropriate initial management of acute athletic injuries/illnesses must be available in order to provide the athletic training student with instruction in first aid and emergency care procedures.

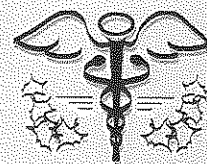
*First aid and emergency care equipment are available for instructional purposes in the following campus locations: Arena Athletic Medicine Facility, Athletic Training Instructional Classroom, Sports Injury Research Center, Hulman Center Athletic Medicine Facility, Memorial Stadium Athletic Medicine Facility and Health and Safety Department Supply Cabinets. Instruction materials are used in both didactic and clinical components of the entry-level athletic training educational program. Please refer to the listing of first aid and emergency care equipment for support of these statements (Exhibit F)*

##### c. Learning Resources

##### (1) Library

Students shall have ready access in time and location to an adequate supply of current books, journals, periodicals, and other reference materials related to the curriculum.

*The mission of Indiana State University's Library is to support and enrich the educational and research missions of Indiana State University's by facilitating the access, evaluation and use of information resources. The library supports course-integrated instruction and provides personal Consultation to help users meet their information needs. The library also shares in formation resources with local, state, national and international communities. The library owns over 2.2 million items in print, microform and electronic formats. Discipline-specific materials are also available in the Athletic Training Instructional Classroom, Sports Injury Research Center, Athletic Training-Physical Education Conference Room Library and individual faculty and staff offices. Please refer to the Indiana State University Library Statistical Summary for information on collection, subscriptions, library services, operating expenses and staff (Exhibit G).*



## Section One General Requirements for Accreditation

### B. RESOURCES cont'd

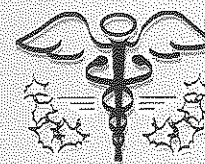
#### 3. Physical Resources

##### c. Learning Resources

##### (2) Instructional Aids

Adequate audio-visual and other appropriate instructional aids must be available for use by athletic training educational program personnel.

*A variety of instructional aids and supplies are provided for student use and for teaching the didactic and supervised clinical components of the curriculum. Audiovisual equipment (projection carts, and laptops, overhead projectors) are available via permanent fixtures in classroom or mobile carts. The Athletic Training Instructional Laboratory is appropriately maintained with state of the art anatomical figures, computers, and educational multimedia. Resources have recently been allocated to increase the number of student computer workstations and install a permanent computerized audiovisual projection system in the Athletic Training Instructional Laboratory. Additionally, contemporary modality, rehabilitation, first aid, emergency equipment is available for faculty and students in didactic and clinical components of the program. Program evaluations are completed annually on the equipment needs of the Entry-Level Athletic Training Education Program. Please refer to the listing of therapeutic modalities and rehabilitation equipment (Exhibit E) first aid and emergency care equipment (Exhibit F) and 2001 equipment needs assessment (Exhibit H) for support of these statements.*



## Section One General Requirements for Accreditation

### C. STUDENTS

#### 1. Admission Policies and Procedures

Admission of students, including advanced placement, shall be made in accordance with clearly defined and published practices of the institution. Any specific academic and technical standards required for admission to the program shall also be clearly defined and published, and readily accessible to prospective students and the public. If a program admits any students on the basis of ability to benefit, then it must employ appropriate methods, such as pre-admission test or evaluation, for determining that such students are in fact capable of benefiting from the training or education offered. Policies regarding advanced placement, transfer of credit and credit for experimental learning shall be readily accessible to prospective students. Requirements for previous education or work experience shall be provided and readily accessible.

*Admission into Indiana State University, transfer credit and advanced placement is clearly defined and published in the 2000-2002 Indiana State University Undergraduate Catalog. Please refer to Pages 4, 6, & 41 for support.*

*Admission into the Entry-Level Program is limited to 12 students annually. Current criterion are as follows:*

<i>Cumulative Grade Point Average</i>	<i>30%</i>
<i>Faculty Evaluation</i>	<i>20%</i>
<i>Clinical Instructor Evaluation</i>	<i>40%</i>
<i>Interview</i>	<i>10%</i>

*Beginning in the 2002-2003 academic year the following criterion will be used:*

<i>Prerequisite Grade Point Average</i>	<i>25%</i>
<i>Cumulative Grade Point Average</i>	<i>15%</i>
<i>Entrance Examination Score</i>	<i>25%</i>
<i>Clinical Evaluation</i>	<i>20%</i>
<i>Interview</i>	<i>15%</i>

*Entry-level program admission policies are clearly identified in the Indiana State University Athletic Training Department Entry-Level Program Selection and Retention Policy. Please refer to Appendix 6 for support.*



## Section One General Requirements for Accreditation

### C. STUDENTS

#### 2. Evaluation of Students

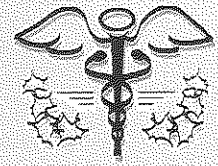
Criteria for successful completion of each segment of the curriculum and for graduation shall be given in advance to each student. Evaluation methods (systems) shall include content related to the objectives and competencies described in the curriculum for both didactic and supervised clinical education components. They shall be employed frequently enough to provide students and program officials with timely indications of the students' progress and academic standing and to serve as a reliable indicator of the effectiveness of course design and instruction.

Criteria for successful completion of each course is assessed regularly during the semester based on the stated course objectives on each syllabus.

***Successful completion of each semester (segment) of the curriculum and exit criteria are defined in the Indiana State University Athletic Training Department Entry-Level Program Selection and Retention Policy. Our program requires students to earn a C or better in selected major classes, a 2.0 semester grade point average, and maintain a 2.5 (4.0 scale) cumulative grade point average. If these criteria are not met, the student is placed on probation. Please refer to Appendix 6 for support of these statements.***

***Ongoing didactic and clinical evaluations throughout each semester are employed to assess student knowledge, skill and proficiency. Exhibits I and J provide the methods and frequency of student evaluation used in didactic and clinical courses. Instructors of classes and clinical instructors have the responsibility of student evaluation.***

***Indiana State University's Office of Institutional Research and Testing offers scoring programs for individual multiple choice examinations. Included with the scoring information, instructors are provided with item analysis and summary statistics. The item analysis provides reliability and validity information on each test item. This service is available to all instructors. An example of an item analysis is provided in Exhibit K.***



## Section One General Requirements for Accreditation

### C. STUDENTS

#### 1. Health

The program officials shall establish a procedure for determining that the applicants' or students' health will permit them to meet the established written technical standards of the program. Students must be informed of and have access to the health care services provided to other students of the institution.

*MMR, tetanus and diphtheria immunizations are mandated by the Indiana State Department of Health for all new and transfer Indiana State University students. The office that oversees compliance is the Student Health Center. Students, after accepting a place in the Upper Division of the Entry-Level Program are notified, in writing, that hepatitis B inoculation (or declination waiver) is required before the onset of their clinical experiences. In addition, students admitted to the upper division of the Entry Level Athletic Training Education Program are required to complete a physical examination before the beginning of their clinical rotations. A copy of the physical examination form is provided in Exhibit L.*

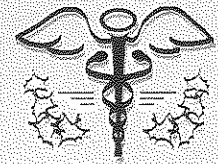
*All enrolled students at Indiana State University have access to the Student Health Center. The center provides health promotion, prevention and surveillance services and is staffed by physicians, nurse practitioners, registered nurses, and ancillary staff. Please refer to 2000-2002 Indiana State University Undergraduate Catalog for support of these statements (Page 65).*

*Technical standards of the Entry-Level Athletic Training Education Program have been recently developed and can be found in Exhibit M. They will be integrated into the curriculum as part of the ATTR 110 class.*

#### 4. Guidance

Guidance shall be available to assist students in understanding course content and in observing program policies and practices and to provide counseling or referral for problems that may interfere with the students' progress through the program.

*Students admitted to the undergraduate Athletic Training major are assigned an academic advisor during their first semester of classes. The advisor is a faculty member in the Athletic Training Department. Indiana State University assigns responsibilities to the university administration, undergraduate advisors and undergraduate students to assist in providing quality advising. These responsibilities and additional information are located in the 2000-2002 Indiana State University Undergraduate Catalog (Page 35). The Indiana State University Student Counseling Center and Student Academic Services Center are available to students on a walk-in basis or by referral.*



## Section One General Requirements for Accreditation

### D. OPERATIONAL POLICIES

#### 1. Fair Practices

- a. Announcements and advertising must accurately reflect the program offered.

*The 2000-2002 Indiana State University Undergraduate Catalog, represents the program of study currently offered to freshmen, sophomore, junior and senior students during the 2000-2001 academic year. Beginning in the Fall semester of 2001, the program of study will change. At that time the catalog will be incorrect for freshmen. The next iteration of the Indiana State University Undergraduate Catalog will reflect program changes approved in March, 2000.*

*Prospective new and transfer students are provided with an Entry-Level Athletic Training Education Program brochure, Faculty and Staff brochure, and a Course of Study sheet. The program brochure indicates the program approved in March, 2000. This information is mailed and provided during meetings to interested students. Please refer to the 2000-2002 Indiana State University Undergraduate Catalog (page 447) and the prospective student information in Exhibit X for support of these statements.*

- b. Student and faculty recruitment and student admission and faculty employment practices shall be non-discriminatory with respect to race, color, creed, sex, age, disabling conditions (handicaps), and national origin.

*"Indiana State University does not discriminate on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualification meeting established criteria. Indiana State University is committed to affirmative action for employees and students through active recruitment, promotion, retention, and enrollment of minorities, women, persons with disabilities and Vietnam-era veterans." This statement is located on the inside cover of the 2000-2002 Indiana State University Undergraduate Catalog.*

*Student and faculty recruitment, student admission, and faculty employment practices follows suit with non-discriminatory policy mentioned above. The Indiana State University Affirmative Action Office ensures that ISU meets the diverse needs of its students, faculty, staff, and the Wabash valley through effective implementing and monitoring of Indiana State University's affirmative action plan.*





## Section One General Requirements for Accreditation

### D. OPERATIONAL POLICIES

#### 1. Fair Practices

c. Academic credit and costs to the student shall be accurately stated, published and made known to all applicants.

*Rates for tuition and fees are determined on an annual basis by the Indiana State University Board of Trustees. Fee information is listed in the Schedule of Classes for each enrollment period. Please refer to the 2000-2002 Indiana State University Undergraduate Catalog for support of these statements (Pages 14 & 15).*

d. The program or sponsoring institution shall have a defined and published policy and procedure for processing student and faculty grievances.

*The School of Health and Human Performance has a defined and published Student Grievance Policy. This information is made available to students from academic advisors, Department Chairperson and Dean. Please refer to Exhibit N for a copy of the student grievance policy.*

*The Indiana State University Faculty Handbook provides information to faculty regarding grievances. This information is made available to faculty members during their first semester of employment. Please refer to Exhibit O for a copy of the faculty grievance policy.*

e. Policies and processes for students withdrawal and for refunds of tuition and fees shall be published and known to all applicants.

*If a student officially withdraws from enrollment or drops courses, Indiana State University allows for either full, partial or no refund of tuition. The amount of the refund is dependent on the date of official withdrawal or drop. The policy is published in the 2000-2002 Indiana State University Undergraduate Catalog (pages 14-15).*





## Section One General Requirements for Accreditation

### D. OPERATIONAL POLICIES

#### 1. Fair Practices

f. Policies and processes by which students may perform service work while enrolled in the program must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. Students may not take the responsibility or the place of qualified staff. However, after demonstrating proficiency, students may be permitted to undertake certain defined activities with appropriate supervision and direction. Students may be employed in the field of study outside regular educational hours, provided the work does not interfere with regular academic responsibilities. The work must be non-compulsory, and subject to standard employee policies.

***The Indiana State University Entry-Level Athletic Training Education Program does not allow enrolled students to perform unsupervised tasks which constitute substitution for certified athletic trainers. Students are assigned to clinical instructors who are responsible for health care. Please refer to the Clinical Instruction Plan for support of the policy (Appendix 8).***



## Section One General Requirements for Accreditation

### D. OPERATIONAL POLICIES

#### 1. Fair Practices

g. The health and safety of patients, students, and faculty associated with the educational activities of the students must be adequately safeguarded.

*Student enrolled in the Indiana State University Entry-Level Athletic Training Education Program are assessed regularly in didactic and clinical for academic progression. The health and safety of patients is protected during clinical rotations. Students enrolled in sophomore clinical courses are assigned to clinical instructors and are required to observe a minimum of 200 hours over 14 rotations. A sophomore's main objective is to make a valued judgment about their professional future in athletic training. As this is the initial clinical course, no prerequisites exist. It should be noted that their impact on athletic health care is limited. Enrollment in the junior and senior clinical courses is limited by successful application to the Upper Division of the Entry-Level Athletic Training Education Program. Students in their junior year are assigned to clinical instructors and are required to complete 400 hours of directed clinical experience during 8 clinical rotations. Emphasis is placed on practicing clinical skills in a variety of settings during the junior year. Students enrolled in their senior year are assigned to clinical instructors and are required to complete 400 hours of directed clinical experience during one intensive capstone assignment. Emphasis is placed on refining clinical skills with 1 clinical instructor. After a student is formally admitted into the Upper Division of the Entry-Level Athletic Training Education Program, they are required to comply with the Selection and Retention Policy (Appendix 6). Clinical proficiencies assigned to each clinical class are described in Appendix 2. Please refer to the Indiana State University Clinical Education Plan for support of these statements (Appendix 8).*

*The health and safety of students and faculty is protected through the Indiana State University Blood borne Pathogen Exposure Control Plan, MMR, tetanus and diphtheria inoculations for students, hepatitis B inoculations (or declination waivers) and medical waste disposal policies. Students, after accepting a place in the Upper Division of the Entry-Level Program are notified, in writing, that hepatitis B inoculation (or declination waiver) is required before the onset of their clinical experiences. Exhibit P contains the Indiana State University Blood borne Pathogen Exposure Control Plan.*



## Section One General Requirements for Accreditation

### D. OPERATIONAL POLICIES

#### 1. Fair Practices

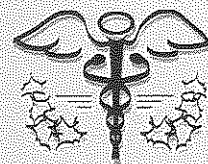
h. A program admitting students on the basis of ability to benefit must publicize its objectives, assessment measures, and means of evaluating ability to benefit.

*Potential student athletic trainers are informed of program objectives, assessment measures and means of evaluating ability to benefit through a variety of sources. These sources include university and departmental and program publications, and academic advisors. Please refer to the 2000-2002 Indiana State University Undergraduate Catalog (Page 447), Entry-Level Athletic Training Education Program Brochure (Appendix 1) for support of these statements.*

#### 2. Student Records

Satisfactory records shall be maintained for student admission, attendance, and evaluation. Grades and credit for courses shall be recorded on the student transcript and permanently maintained by the sponsoring institution in a safe and accessible location.

*Student admission, attendance and evaluation records are maintained permanently by the Office of the Records and Registration. Entry-level program admission records, clinical instructor evaluations, academic advisement records and clinical hours are maintained by the Athletic Training Department. Grades and credit for courses are recorded in the student transcript, and maintained permanently by the Office of Records and Registration.*



## Section One General Requirements for Accreditation

### E. PROGRAM EVALUATION

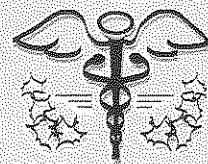
1. The program must continually obtain and provide substantial and accurate information on its educational effectiveness especially as measured by student achievements.

*Annually, the Athletic Training Department faculty meet for an all day retreat to discuss pedagogical issues relating to its programs of study. It is through these focused retreats that curricular strengths, weaknesses, opportunities and threats are identified and discussed. This annual workshop, in addition to bi-monthly department meetings, allows faculty to determine the trajectory for academic progress.*

*Indiana State University's Entry-Level Athletic Training Education Program uses internal and external data to assess program effectiveness. Internal data consists of Student Instructional Reports. External data consists of program graduate placement information, NATA-BOC Examination pass rates and alumni surveys. Please refer to Appendix 3 to see program graduate placement information, NATA-BOC Examination pass rates and alumni survey.*

2. The program must maintain clearly specified educational objectives consistent with its mission and appropriate in light of the degree it awards.

*Indiana State University's Entry-Level Athletic Training Education Program provides students who complete the program with a Bachelor of Science degree in Athletic Training. The program's educational objectives are provided to prospective and enrolled students in the 2000-2002 Indiana State University Catalog, and program brochures. Specifically, each undergraduate class offered by the Athletic Training Department lists the NATA Educational Competencies and Clinical Proficiencies assessed in that course. Please refer to the 2000-2002 Indiana State University Catalog (Page 447), Entry-Level Program Brochure (Appendix 1) and course syllabi (Appendix 7) for support of these statements.*



## Section One General Requirements for Accreditation

### E. PROGRAM EVALUATION

3. The program must verify that satisfaction of degree requirements by all students is reasonably documented, conforms with commonly accepted standards for the degree involved; also, that the program confers a degree on the basis of educational achievement assessed and documented through appropriate measures.

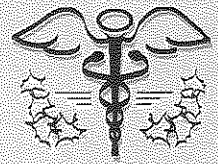
*Indiana State University's Entry-Level Athletic Training Education Program leads to a Bachelor of Science Degree in Athletic Training. University regulations stipulate that, in order to post a degree, students must:*

- *Earn a minimum of 124 semester hours of credit,*
- *Complete at least 30 semester hours as residence credit at Indiana State University,*
- *Complete a minimum of 50 hours of course work in 300- and 400- level courses,*
- *Complete the General Education Program,*
- *Earn a minimum cumulative grade point average of 2.0,*
- *Meet the requirements of the major area of study.*

*The entry-level program of study meets all of these. Please refer to the 2000-2002 Indiana State University Undergraduate Catalog (page 33 for graduation requirements, page 72 for an explanation of the General Education Program of Study, and page 447 for an explanation of the major area of study) for support of these statements.*

*The Indiana State University Board of Trustees confers a Bachelor of Science in Athletic Training based on the recommendation of the University President, Provost and Vice President for Academic Affairs, Dean of the School of Health and Human Performance, Chairperson and Faculty of the Athletic Training Department. These recommendations are based on a student's scholarly performance. Educational achievement is assessed in each course of study. Formative assessments (e.g. written examinations, practical examinations, clinical evaluations, quizzes, research projects and presentations) are documented by the instructor. Summative assessment (final grade) are documented and maintained by the Office of Records and Registration.*

*Clinical requirements are assessed through clinical proficiency evaluation forms, clinical supervisor evaluation forms and clinical hour documentation forms. Please refer to Appendix 8 for an example of these forms.*



## Section One General Requirements for Accreditation

### E. PROGRAM EVALUATION

4. A program must document that the educational achievements of its students are verifiable and assessed in consistent ways.

*Indiana State University's Athletic Training Department has determined the best fit for educational competencies and clinical proficiencies in courses offered throughout the curricula. Instructors assess the educational achievements of enrolled students based on the educational competencies and clinical proficiencies assigned to a particular class. This is documented in both formative and summative means. Please refer to Appendix 2 and 7 for support of these statements.*

*Each semester, students are required to meet with their academic advisors to review their curricular progress and determine a schedule of classes for the upcoming semester(s). At this time, academic advisors and students are called to assess previous academic achievement, determine deficiencies and develop a current curricular plan. Please refer to Exhibit Q for an example of student advisement forms.*



## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

COMMENTS ON PROGRAM DEFICIENCIES (Quoted from the 1997 Report of On-Site Evaluation)

“IA2 **Sponsorship** (PC) Documentation was available for three affiliated sites; however, there was no documentation for high school-affiliated sites where undergraduate student trainers are assigned practical experience. There appears to be adequate supervision by a certified graduate student.”

*Signed agreements with affiliated off-campus clinical sites are maintained by the program director. Please see current agreements in Appendix 4.*

“IB1a (1) (a) **Program Director-- Responsibilities** (PC) The program director’s load is too heavy for her to meet the expectations of a full-time, tenure-track faculty member and Athletic Training Program Director. It appears there is not sufficient release time for her to complete her Program Director’s responsibilities”

*The current program director has a 9 month, 100% academic appointment with .75 assigned to teaching, and .25 assigned for administration of the entry-level athletic training education program. She is progressing toward tenure and expects to submit her dossier for tenure and promotion during the 2005-2006 academic year.*





## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

COMMENTS ON PROGRAM DEFICIENCIES (Quoted from the 1997 Report of On-Site Evaluation)

**“IB1c Medical and Allied Health Personnel (PC)** The students have limited exposure to the team physicians and no exposure to allied health personnel who comprise the sports medicine team”

*Indiana State University has granted 1 Clinical Associate Professor appointment (Thomas Klootwyk, MD), 3 Clinical Assistant Professor appointments (John Welch, MD, James Welch, MD and Dorene Hojnicki, DO) to physicians within the Athletic Training Department.*

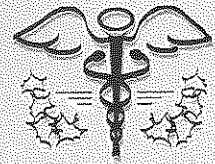
*Dorene Hojnicki, DO , Medical Director of the Student Health Center and Medical Director of Athletic Training Education Programs, has been extremely proactive about working with our student athletic trainers. She provides guest lectures on radiology, emergency medicine as well as providing outstanding clinical instruction to our students. The Drs. Welch are available to the student athletic trainers during practices and competitions that coincide with student clinical experiences as well as serving as instructors to students completing clinical rotations at their family practice clinic. Michual Coe, EdD, PT is available as a clinical instructor to our student athletic trainers.*

*ATTR 110: Introduction to Health Professions provides didactic exposure to over 30 medical and allied health professions. This includes educational pre-requisites, curriculum, licensing/credentialing, working conditions, professional organizations and application protocols. In addition to classroom lectures, guest speakers who represent medical and allied health professions are provided.*

*The Athletic Training Department has sponsored several guest speakers, who are medical and allied health practitioners who comprise the sports medicine team, including:*

<i>1997 David Perrin, PhD, ATC</i>	<i>1998 Peter Koehneke, MS, ATC</i>
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<i>1999 Eric Howard, ATC</i>	<i>2000 Christopher Carr, PhD</i>
<i>2001 Rene Revis Shingles, MS, ATC</i>	<i>2001 Christine Branche, PhD</i>





## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

COMMENTS ON PROGRAM DEFICIENCIES (Quoted from the 1997 Report of On-Site Evaluation)

“IBC (2) **Additional Medical and Allied Health Personnel (PC)** The students have no exposure to the team physicians in a formal classroom or seminar setting. They currently have limited exposure to allied health personnel.

*Indiana State University has granted 1 Clinical Associate Professor appointment (Thomas Klootwyk, MD), 3 Clinical Assistant Professor appointments (John Welch, MD, James Welch, MD and Dorene Hojnicky, DO) to physicians within the Athletic Training Department.*

*Dorene Hojnicky, DO , Medical Director of the Student Health Center and Medical Director of Athletic Training Education Programs, has been extremely proactive about working with our student athletic trainers. She provides guest lectures on radiology, emergency medicine as well as providing outstanding clinical instruction to our students. The Drs. Welch are available to the student athletic trainers during practices and competitions that coincide with student clinical experiences as well as serving as instructors to students completing clinical rotations at their family practice clinic.*

*Thomas Klootwyk, MD, was granted a Clinical Associate Professor appointment in 2000. He is available to the student athletic trainers during practices and competitions that coincide with student clinical experiences . Dr. Klootwyk holds a weekly clinic in the Arena Athletic Medicine Facility where he available to student athletic trainers, faculty and staff. He sponsored, Dr. Christopher Carr, PhD, a clinical sport psychologist to guest lecture to the Athletic Training Department and the greater university community. He also serves as a member of an Indiana State University doctoral student’s dissertation committee.*

*The Drs. Welch are available to the student athletic trainers during practices and competitions that coincide with student clinical experiences as well as serving as instructors to students completing clinical rotations at their family practice clinic.*



## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

COMMENTS ON PROGRAM DEFICIENCIES (Quoted from the 1997 Report of On-Site Evaluation)

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(continued)

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## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

COMMENTS ON PROGRAM DEFICIENCIES (Quoted from the 1997 Report of On-Site Evaluation)

“**IB1c Health (PC)** Students are not required to have a physical exam upon admission to the University or to the Athletic Training Program. There is no determination that the students’ health will allow them to meet written technical standards and clinical experiences in the program”

*Students admitted to the upper division of the Entry Level Athletic Training Education Program are required to complete a physical examination before the beginning of their clinical rotations. A copy of the physical examination form is provided in Exhibit L.*

**ID1g Health and Safety (PC)** In the self-study, the issue of HBV vaccination was addressed and a waiver form included; however our interview with the students, they were not aware of the policy, as it relates to student trainers.”

*Students, after accepting a place in the Upper Division of the Entry-Level Program are notified, in writing, that hepatitis B inoculation (or declination waiver) is required before the onset of their clinical experiences. Beginning in the 2002-2003 Academic Year, Hepatitis-B or a declination waiver becomes an admission pre-requisite.*

**IE1 Educational Effectiveness (PC)** The self-study did not contain results of student’s scores on the BOC certification examination. The most recent examination report was not available during the site visit. There was not adequate evidence of how educational achievements are assessed and verified.

*The NATA-BOC examination results for the last 5 years are contained in Appendix 3. Recent results indicated that Indiana State University are equal to or above the national average for curriculum programs.*

*Indiana State University’s Entry-Level Athletic Training Education Program uses additional internal and external data to assess program effectiveness. Internal data consists of Student Instructional Reports. External data consists of program graduate placement information, and alumni surveys. Please refer to Appendix 3 to see program graduate placement information, and alumni surveys.*



## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

RECOMMENDATIONS RELEVANT TO THE PROGRAM (Quoted from the 1997 Report of On-Site Evaluation)

“That students are provided with more exposure to current physicians and other medical specialists”

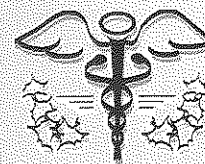
*Indiana State University has granted 1 Clinical Associate Professor appointment (Thomas Klootwyk, MD), 3 Clinical Assistant Professor appointments (John Welch, MD, James Welch, MD and Dorene Hojnicky, DO) to physicians within the Athletic Training Department.*

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## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

RECOMMENDATIONS RELEVANT TO THE PROGRAM (Quoted from the 1997 Report of On-Site Evaluation)

“That the program director re-evaluate the current policy of charging the student a fee for taping supplies and explore the academic unit providing funding for the supplies.”

***The program director has re-evaluated the policy. The Athletic Training Department is currently unable to fiscally manage this endeavor. Use of laboratory fees is common place at Indiana State University.***

“That the Union Sportsmedicine Center be eliminated as an affiliated site and formally utilize a high school as an affiliated site.”

***This was done.***

“That the students’ hourly sheets be re-evaluated, so that, at a glance, an individual should be able to determine total hours accumulated by the student.

***This was done. Monthly time sheets are now entered into a database program so that clinical hour management is easily accomplished and available.***

“That all students maintain their own personal record of athletic training hours”

***Students are encouraged to maintain a personal copy of their athletic training hours.***

“That administrators re-evaluate the Program Director’s academic load.”

***This was done. The current program director feels that administrative release time is adequate to perform the duties of an Assistant Professor. Release time is consistent with others at the University.***



## Athletic Training Self Study Report Section I – Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

RECOMMENDATIONS RELEVANT TO THE PROGRAM (Quoted from the 1997 Report of On-Site Evaluation)

“That clinical instructors provide immediate feedback to students when they complete they complete their team assignments”

*Clinical instructors are required to complete a clinical instruction workshop prior to any student assignments. At this workshop the expectations of the clinical instructor are defined. Those relating to feedback include:*

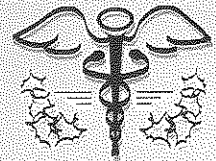
- *Provide constant visual and auditory interaction with the student athletic trainer*
- *Facilitate mentoring opportunities with students*
- *Provide daily supervision and multiple opportunities for evaluation and feedback*
- *Complete clinical evaluation at the end of each rotation*
- *Meet with the student to review evaluation and feedback*

“That a formal system be developed where all clinical instructors meet with the Program Director during a monthly, bi-weekly, or weekly meeting to provide better coordination of student’s clinical experience.”

*A system is now being developed to create a bi-weekly Clinical Instructor meeting where clinical instructors will meet with both the Clinical Coordinator and Program Director. This is expected to be in place during the 2001-2002 academic year.*

“That you separate undergraduates from graduates in your curriculum program course work”

*In 1997, program revision was approved to separate several cross-listed graduate and undergraduate athletic training classes. At this time, only one course is cross-listed, ATTR 425: Administration of Athletic Health Care Delivery Systems.*



## Athletic Training Self Study Report Section I – Self Analysis Summary

### **A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW**

RECOMMENDATIONS RELEVANT TO THE PROGRAM (Quoted from the 1997 Report of On-Site Evaluation)

“That a documentation of the university’s compliance to OSHA requirements be visible or available in all training room facilities, along with the identification of an OSHA officer in the Athletic Training Program, who provides training or coordinates the OSHA training of students.”

*Indiana State University Athletic Training Policies and Procedures Manual is located in all Athletic Medicine Facilities. This manual includes the university’s compliance to OSHA requirements. Annual training of students is coordinated by the Athletic Medicine Staff.*

“That you eliminate the word “internship” from your curriculum language.”

*ATTR 459 is called Athletic Training Internship. This course will be deleted in the program revision approved in March, 2000.*

“That you establish a criteria for financial assistance and make it accessible to prospective students”

*The Athletic Training Department Honors and Awards Committee established a document specifying scholarship opportunities for students enrolled in it’s program of study. Please see Exhibit R for a copy of this document.*





Athletic Training Self Study Report  
Section I – Self Analysis Summary

**B. LIST THE MAJOR STRENGTHS OF SECTION I, IN ORDER OF IMPORTANCE**

1. New Curriculum Approval of Entry-Level Athletic Training Education Program.
2. Educational Resources Available.
3. Strong, diverse and professionally recognized faculty and staff that has grown significantly.
4. Provision of quality affiliated sites for clinical instruction of entry-level students.
5. Addition of a Clinical Education Coordinator.
6. Addition of a Medical Director for Athletic Training Education Programs.



## Athletic Training Self Study Report

### Section I – Self Analysis Summary

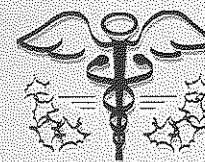
**C. SEPARATELY LIST THE MAJOR CONCERNS OF SECTION I, IN ORDER OF IMPORTANCE, WITH INTERPRETATION OF CAUSES OF THE CONCERNS. INCLUDE RECOMMENDATIONS DESCRIBING HOW THESE CONCERNS ARE BEING OR COULD BE RESOLVED.**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

Recommendation A. The 2002-2004 Indiana State University Undergraduate Catalog should accurately reflect the curriculum.

Recommendation B. Prospective Student Recruitment Materials should reflect new curriculum.

Recommendation C. Academic advising should reflect the curricular transition.



## Athletic Training Self Study Report Section I – Self Analysis Summary

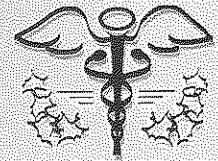
### **D. DEVELOP A PLAN FOR IMPLEMENTING THE PROPOSED RECOMMENDATIONS FOR IMPROVEMENT INCLUDING DATES (IF POSSIBLE), RESOURCES, STRATEGIES, AND EXPECTED OUTCOMES.**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

Implementation of Recommendation A. The 2002-2004 Indiana State University Undergraduate Catalog will accurately reflect the curriculum. This will go to print in the 2001-2002 Academic Year.

Implementation of Recommendation B. Prospective Student Recruitment Materials already reflects the new curriculum. During August 2000 the Entry-Level Athletic Training Education Program Brochure was changed to represent the new curriculum. This document was initially used initially provided during the 2000-2001 Academic Year for recruitment purposes.

Implementation of Recommendation C. Academic advising already reflects the curricular transition. New students will be reminded that the 2000-2002 Indiana State University Undergraduate Catalog represents an old curriculum. Revised academic advising materials were created for summer freshmen advising.



## Athletic Training Self Study Report Section I – Self Analysis Summary

### **E. DESCRIBE ANY PROGRESS ALREADY ACHIEVED IN IMPLEMENTING RECOMMENDATIONS.**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

Recommendation A. The 2002-2004 Indiana State University Undergraduate Catalog will accurately reflect the curriculum. This will go to print in the 2001-2002 Academic Year.

Progress with Recommendation B. Prospective Student Recruitment Materials has already been changed.

Progress with Recommendation C. Academic advising materials have already been changed.

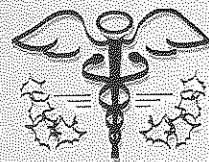


## Athletic Training Self Study Report Section I – Self Analysis Summary

### **F. DESCRIBE ANY CONSTRAINTS WITHIN OR BEYOND THE INSTITUTION THAT MIGHT INTERFERE WITH IMPLEMENTING THE RECOMMENDATIONS NEEDED TO BRING THE PROGRAM INTO SUBSTANTIAL COMPLIANCE WITH THE STANDARD (ESSENTIALS).**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

We do not anticipate any institutional constraints that will interfere with the recommendations listed on previous pages.



## Section Two Requirements for Athletic Training

### A. DESCRIPTION OF THE PROFESSION

An athletic trainer is a qualified allied health care professional educated and experienced in the management of health care problems associated with sports participation. In cooperation with physicians and other allied health care personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, and other athletic health care settings. The athletic trainer functions in cooperation with medical personnel, athletic administrators, coaches, and parents in the development and coordination of efficient and responsive athletic health care delivery systems.

The athletic trainer's professional preparation is directed toward the development of specified competencies in the following domains: prevention, recognition and evaluation, management/treatment and disposition, rehabilitation, organization and administration, and education and counseling. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the domains.



## Section Two Requirements for Athletic Training

### B. CURRICULUM

#### 1. Description of the Program

a. Faculty and students shall be provided with a clear written description of the program and its content including learning goals, course objectives, supervised clinical practice assignments and competencies required for graduation.

***Indiana State University's Entry-Level Athletic Training Education Program leads to a Bachelor of Science Degree in Athletic Training. University regulations stipulate that, in order to post a degree, students must:***

- ***Earn a minimum of 124 semester hours of credit,***
- ***Complete at least 30 semester hours as residence credit at Indiana State University,***
- ***Complete a minimum of 50 hours of course work in 300- and 400- level courses,***
- ***Complete the General Education Program,***
- ***Earn a minimum cumulative grade point average of 2.0,***
- ***Meet the requirements of the major area of study.***

***The major program of study delivers didactic educational experiences initially, clinical proficiency assessment and clinical refinement of knowledge, skills and ability. The program requires 75 hours in its entirety. Unique features of the program, which was revised in the 1999-2000 academic year, make it considerably more transfer-friendly, expand the clinical education opportunities for our students, and expand the degree options for our students while allowing for expanding accreditation standards. When accepted into the upper division of the program, after their sophomore year, students will choose to complete a baccalaureate (2 additional years) or graduate degree (3 additional years).***

***The BS program in Athletic Training at Indiana State University has essentially 3 components: core (34 hours), clinical (20 hours), and support courses (21 hours).***

***Admission into the Upper Division of the Entry-Level Athletic Training Education Program is competitive. Courses in the freshmen, sophomore and junior years are delivered in a traditional 16 week semester. Courses in the senior year are delivered in 2 flights of 2 semesters. Each flight is 8 weeks in length.***

***The Selection and Retention Policy, Application Form (Appendix 6) and Program Brochure (Appendix 1D) outline the selection process and prerequisites for admission.***





## Section Two Requirements for Athletic Training

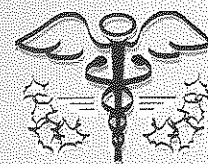
### B. CURRICULUM

#### 1. Description of the Program

a. Faculty and students shall be provided with a clear written description of the program and its content including learning goals, course objectives, supervised clinical practice assignments and competencies required for graduation.

*(cont'd)*

*For specific course outlines, lecture schedules, course objectives, and evaluation processes please refer to Appendix 7. Faculty assignments for Athletic Training coursework can be found on page 20-21 of this document. The clinical education plan can be found in Appendix 8. Clinical instruction assignments can be found in (Exhibit S).*



## Section Two Requirements for Athletic Training

### B. CURRICULUM

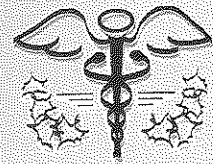
#### 1. Description of the Program

b. Students must receive formal instruction in the following subject matter areas:

- (1) prevention of athletic injuries/illnesses
- (2) evaluation of athletic injuries/illnesses
- (3) first aid and emergency care
- (4) therapeutic modalities
- (5) therapeutic exercise
- (6) administration of athletic training programs
- (7) human anatomy
- (8) human physiology
- (9) exercise physiology
- (10) kinesiology/biomechanics
- (11) nutrition
- (12) psychology
- (13) personal/community health

<i><b>Subject Matter</b></i>	<i><b>Course</b></i>	<i><b>Semester offered</b></i>
<i><b>Prevention of Athletic Inj/III</b></i>	<i><b>ATTR 212</b></i>	<i><b>Fall, Spring</b></i>
<i><b>Evaluation of Athletic Inj/III</b></i>	<i><b>ATTR 363 &amp; 365</b></i>	<i><b>Fall, Spring</b></i>
<i><b>First Aid &amp; Emergency Care</b></i>	<i><b>ATTR 212</b></i>	<i><b>Fall, Spring</b></i>
<i><b>Therapeutic Modalities</b></i>	<i><b>ATTR 472</b></i>	<i><b>Spring</b></i>
<i><b>Therapeutic Exercise</b></i>	<i><b>ATTR 475</b></i>	<i><b>Fall</b></i>
<i><b>Admin Athletic Training Prog</b></i>	<i><b>ATTR 425</b></i>	<i><b>Spring</b></i>
<i><b>Human Anatomy</b></i>	<i><b>ATTR 210</b></i>	<i><b>Fall, Spring</b></i>
<i><b>Human Physiology</b></i>	<i><b>PE 220</b></i>	<i><b>Fall, Spring</b></i>
<i><b>Exercise Physiology</b></i>	<i><b>PE 480</b></i>	<i><b>Fall, Spring</b></i>
<i><b>Kinesiology &amp; Biomechanics</b></i>	<i><b>ATTR 380</b></i>	<i><b>Spring</b></i>
<i><b>Nutrition</b></i>	<i><b>ATTR 385</b></i>	<i><b>Spring</b></i>
<i><b>Psychology</b></i>	<i><b>PSYC 110</b></i>	<i><b>Fall, Spring</b></i>
<i><b>Personal /Community Health</b></i>	<i><b>HLTH 111</b></i>	<i><b>Fall, Spring</b></i>

*Please refer to Appendix 7 for athletic training course syllabi and Appendix 2 for a listing of Educational Competencies in Athletic Training.*



## Section Two Requirements for Athletic Training

### B. CURRICULUM

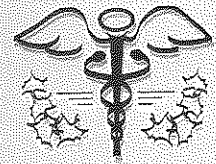
1. Description of the Program
- c. Program personnel must ensure that the objectives, content, and activities stated in the curriculum represent current concepts and practice.

*Indiana State University offers formal anonymous feedback from students regarding instruction. The SIR-II is administered during each class at the conclusion of the semester.*

*In the Entry-Level Athletic Training Education Program, Educational Competencies and Clinical Proficiencies are assigned appropriately to courses. Current theory and practice, as exposed to faculty and staff via professional development opportunities, are used to base the educational framework of the curriculum. Please see the professional development activities described on Vitas in Appendix 5*

*Indiana State University is well known for contributing to the body of Athletic Training knowledge through research. Students are exposed to this culture early in their undergraduate experiences and continue to participate throughout their degree program.*

*The NATA-BOC Examination is another means of determining how well the program is doing in terms of meeting objectives. During recent years, we have been at or slightly above the national average for curriculum programs. Please see Appendix 3 for data on the NATA-BOC certification examination. Alumni surveys are also used to measure effectiveness. In Appendix 3 you will find our alumni are extremely satisfied with their educational experiences. Please see Appendix 3 for support of this information.*



## Section Two Requirements for Athletic Training

### B. CURRICULUM

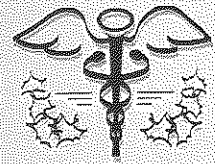
#### 1. Description of the Program

d. The athletic training curriculum shall include provision for clinical experiences under the direct supervision of a qualified clinical instructor in an acceptable clinical setting.

*The Clinical Education Plan, Clinical Instructor Expectations and Evaluation Forms located in Appendix 8 clearly delineates the mission, function and evaluation of clinical experiences.*

*Seventeen of the 21 clinical instructors are NATA-BOC Certified Athletic Trainers, two are licensed physicians (allopathic) specializing in family practice with certificates of added qualifications in sports medicine, one is a licensed physician, (osteopathic) and one is a licensed physical therapist. All have completed the Indiana State University Athletic Training Clinical Instructor Workshop. All have sufficient training and support to directly supervise student athletic trainers. Six of the 17 clinical instructors have less than one year of full time experience. These individuals are provided mentors who assist in their clinical instruction duties. The clinical education coordinator, Lori Vancza, ATC/L supervises, provides more frequent clinical instructor assessment, and feedback to novice clinical instructors. Please see vita forms and job descriptions for (Appendix 5) support of these statements.*

*Students admitted into the upper division formally evaluate each clinical instruction rotation. We will begin using anonymous student evaluations of clinical instruction in the 2001-2002 academic year. Results from the student evaluations of clinical instruction indicate that students are perceive their clinical experiences positively.*



## Section Two Requirements for Athletic Training

### B. CURRICULUM

#### 2. Instructional Plan

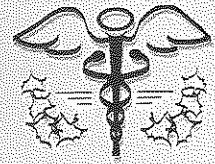
Instruction must follow a plan which:

- a. documents appropriate learning experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, and supervised clinical practice.

*Athletic training courses are assigned specific objectives by the Entry-Level Program Director in conjunction with faculty, clinical education coordinator and staff. The specific method by which these are delivered is predominantly determined by the instructor teaching the class. Evaluation of these educational competencies is summarized in Exhibits X & Y.*

*The instructional materials used by the program are current and technologically advanced. The Athletic Training Instructional Laboratory is appropriately maintained with state of the art anatomical figures, computers, and educational multimedia. Resources have recently been allocated to increase the number of student computer workstations and install a permanent computerized audiovisual projection system in the Athletic Training Instructional Laboratory. Additionally, contemporary modality, rehabilitation, first aid, emergency equipment is available for faculty and students in didactic and clinical components of the program. Program evaluations are completed annually on the equipment needs of the Entry-Level Athletic Training Education Program. Please refer to the listing of therapeutic modalities and rehabilitation equipment (Exhibit E) first aid and emergency care equipment (Exhibit F) and 2001 equipment needs assessment (Exhibit H) for support of these statements.*

*Learning experiences and sequencing of supervised clinical practice is demonstrated in Appendix 8.*



## Section Two Requirements for Athletic Training

### B. CURRICULUM

#### 2. Instructional Plan

b. Describe how the athletic training course syllabi are developed. Describe the process to determine which competencies are instructed in each course and the clinical experiences.

*Syllabi are designed with the student and educational competencies in mind. Competencies are assigned, by the Entry-Level Program Director, to courses which best fit the course objectives. Please refer to Appendix 2 to see the Competencies in Athletic Training Worksheet. The Entry-Level Program Director meets with instructors or coordinators of courses that cover Educational Competencies. During this meeting we discuss the optimal method for content delivery. The Athletic Training (ATTR prefix) Department will print the Educational Competencies on course syllabi.*

*Clinically, students are either evaluated with reference to Kenneth Knight's Module Text or by a clinical proficiency assessment instruments. The Clinical Proficiency Assessment Instruments were developed with reference to the 1999 Educational Competencies. Beginning in the 2001-2002 Academic year, course manuals will be used in the Sophomore and Junior Clinical Classes. Clinical Proficiency Assessment Instruments Please see Appendix 2 for Clinical Proficiencies in Athletic Training and Appendix 8 for an example of the Clinical Proficiency Assessment Instruments.*

c. Documents frequent evaluation of students to assess their acquisition of knowledge, problem identification and problem solving skills, and psychomotor, behavioral, and clinical competencies.

*Didactically, student knowledge is evaluated in accordance with instructor preference as described in the course syllabi. Typically 2-3 exams per semester in addition to papers, home work and projects. Please see Exhibit I & J for the frequency and method of classroom evaluations.*

*Clinically, students are either evaluated with reference to Kenneth Knight's Module Text or by a clinical proficiency assessment instruments. The Clinical Proficiency Assessment Instruments were developed with reference to the 1999 Educational Competencies. These instruments provide for multiple (midterm and final) iterations of formal feedback. Please see Appendix 8 for an example of the Clinical Proficiency Assessment Instruments.*



## Athletic Training Self Study Report Section II– Self Analysis Summary

### A. DESCRIBE HOW THE PROGRAM HAS ADDRESSED CONCERNS CITED AND/OR RECOMMENDATIONS MADE ON THE PREVIOUS ACCREDITATION REVIEW

COMMENTS ON PROGRAM DEFICIENCIES (Quoted from the 1997 Report of On-Site Evaluation)

“**IIB1 Written Description of the Program (PC)** Students and non-athletic training faculty were not aware of, nor familiar with, the Competencies in Athletic Training “

*Students, while enrolled in ATTR 110, are taught about the importance of accreditation and exposed to the Educational Competencies in Athletic Training. Furthermore, the Athletic Training Department includes educational competencies associated with an individual class on the syllabi.*

*The Entry-Level Athletic Training Program Director meets with instructors or coordinators of non-Athletic Training faculty members who instruct classes in which educational competencies are met. Faculty are presented a copy of the Athletic Training Standards and Guidelines for CAAHEP Accreditation and the specific competencies addressed in their class. This is followed by a discussion regarding the appropriateness of each competency's fit in that class. If any changes are made and a final copy is shared with the instructor.*

“**IIB2b Instructional Plan** Non-athletic training faculty were not sure their course syllabi contained the objectives and competencies that are required to be taught. It was not clear that the clinical instructors at the affiliated sites had an understanding of the Athletic Training competencies”

*The Entry-Level Athletic Training Program Director meets with instructors or coordinators of non-Athletic Training faculty members who instruct classes in which educational competencies are met. Faculty are presented a copy of the Athletic Training Standards and Guidelines for CAAHEP Accreditation and the specific competencies addressed in their class. This is followed by a discussion regarding the appropriateness of each competency's fit in that class. If any changes are made and a final copy is shared with the instructor. The Entry-Level Athletic Training Program Director suggests that syllabi can include the Educational Competencies*

*Clinical instructors are required to attend a clinical instructor workshop where Educational Competencies and Clinical Proficiencies are specifically targeted in the agenda.*





## Athletic Training Self Study Report Section II– Self Analysis Summary

### **B. LIST THE MAJOR STRENGTHS OF SECTION II, IN ORDER OF IMPORTANCE**

1. New Curriculum Approval of Entry-Level Athletic Training Education Program.
2. Educational Resources Available.
3. Strong, diverse and professionally recognized faculty and staff that has grown significantly.
4. Provision of quality affiliated sites for clinical instruction of entry-level students.
5. Addition of a Clinical Education Coordinator.
6. Addition of a Medical Director for Athletic Training Education Programs.



## Athletic Training Self Study Report Section II– Self Analysis Summary

**C. SEPARATELY LIST THE MAJOR CONCERNS OF SECTION I, IN ORDER OF IMPORTANCE, WITH INTERPRETATION OF CAUSES OF THE CONCERNS. INCLUDE RECOMMENDATIONS DESCRIBING HOW THESE CONCERNS ARE BEING OR COULD BE RESOLVED.**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

Recommendation A. The 2002-2004 Indiana State University Undergraduate Catalog should accurately reflect the curriculum.

Recommendation B. Prospective Student Recruitment Materials should reflect new curriculum.

Recommendation C. Academic advising should reflect the curricular transition.



## Athletic Training Self Study Report Section II– Self Analysis Summary

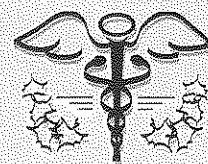
### **D. DEVELOP A PLAN FOR IMPLEMENTING THE PROPOSED RECOMMENDATIONS FOR IMPROVEMENT INCLUDING DATES (IF POSSIBLE), RESOURCES, STRATEGIES, AND EXPECTED OUTCOMES.**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

Implementation of Recommendation A. The 2002-2004 Indiana State University Undergraduate Catalog will accurately reflect the curriculum. This will go to print in the 2001-2002 Academic Year.

Implementation of Recommendation B. Prospective Student Recruitment Materials already reflects the new curriculum. During August 2000 the Entry-Level Athletic Training Education Program Brochure was changed to represent the new curriculum. This document was initially used initially provided during the 2000-2001 Academic Year for recruitment purposes.

Implementation of Recommendation C. Academic advising already reflects the curricular transition. New students will be reminded that the 2000-2002 Indiana State University Undergraduate Catalog represents an old curriculum. Revised academic advising materials were created for summer freshmen advising.



## Athletic Training Self Study Report Section II– Self Analysis Summary

### **E. DESCRIBE ANY PROGRESS ALREADY ACHIEVED IN IMPLEMENTING RECOMMENDATIONS.**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

Recommendation A. The 2002-2004 Indiana State University Undergraduate Catalog will accurately reflect the curriculum. This will go to print in the 2001-2002 Academic Year.

Progress with Recommendation B. Prospective Student Recruitment Materials has already been changed.

Progress with Recommendation C. Academic advising materials have already been changed.



## Athletic Training Self Study Report Section II– Self Analysis Summary

### **F. DESCRIBE ANY CONSTRAINTS WITHIN OR BEYOND THE INSTITUTION THAT MIGHT INTERFERE WITH IMPLEMENTING THE RECOMMENDATIONS NEEDED TO BRING THE PROGRAM INTO SUBSTANTIAL COMPLIANCE WITH THE STANDARD (ESSENTIALS).**

1. 2000-2002 Indiana State University Undergraduate Catalog does not accurately represent the Entry Level Athletic Training Curriculum to students entering the university in the 2001-2002 Academic Year.

We do not anticipate any institutional constraints that will interfere with the recommendations listed on previous pages.