

Winthrop University

CLASSIFICATION

Name of the proposed program:	Athletic Training Education Program
Academic unit involved:	Richard W. Riley College of Education Department of Health and Physical Education
Designation of degree:	Bachelor of Science in Athletic Training(4-year)
Proposed date of implementation:	Fall 2008
CIP Code:	51.0913
Identification of program as New or Modification:	New

JUSTIFICATION

Overall Purposes and Objectives of the Program

Currently Winthrop University has an accredited program in Athletic Training that is a concentration under the BS in Physical Education degree.

Communications from the accreditation body make it clear that the BS in Athletic Training is the preferred degree. A secondary consideration for this request is to have the degree reflect the content of the course of study.

Students enrolled in the Athletic Training concentration are being professionally prepared to sit for the certified athletic trainer's examination and achieve certification as an athletic trainer. Students who achieve this standard should receive a degree that reflects their course of study and their specialization in athletic training.

The primary goal of the Athletic Training Education Program (ATEP) is to provide students with a comprehensive academic background of didactic and clinical experiences in the six domain areas prescribed by the National Athletic Trainers' Association (NATA). Athletic training students will gain knowledge and skills in the prevention, recognition, care, and rehabilitation of injuries and illnesses in physically active individuals. In addition, graduates will develop knowledge and skill in the organization and administration of athletic training programs and in the education and counseling of a physically active population.

Program Goals

1. To prepare graduates who pass the Board of Certification (BOC) National Certification Exam.
2. To prepare graduates who demonstrate mastery of the six domains of athletic training for employment in educational, clinical, and professional settings.
3. To prepare graduates who demonstrate professional and ethical conduct at all times.
4. To provide the public with service and research in the areas of sports medicine and the prevention, recognition, care, and rehabilitation of injuries and illnesses in physically active individuals. Specific populations which will benefit include scholastic and collegiate athletes and patients receiving care in sports medicine clinics.

Program Objectives/Learning Outcomes

The ATEP curriculum is designed to meet the standards and guidelines of the Commission on Accreditation in Athletic Training Education (CAATE). Early coursework includes health, first aid, human anatomy, human physiology, and nutrition. Upper division courses include injury and illness evaluation and treatment, advanced emergency care, pharmacology, therapeutic modalities, therapeutic rehabilitation, risk management, and administration. Students who are admitted into the clinical phase of the program enroll each semester in a clinical experience course. Some of these clinical experiences occur in settings off-campus at local high schools and medical facilities. The clinical experience courses pair students with a clinical instructor (CI), who is a certified athletic trainer (ATC), or other medical professional for in-depth practical experience. Each CI is provided with a set of expectations for that clinical experience. Upon completion of the ATEP, students are eligible to sit for the BOC National Certification Exam. Passing the exam confers the ATC credential and allows students to seek employment nationwide.

Need for the program

Student Need. Athletic training is a dynamic field. Formally founded in 1950, the profession has grown rapidly and now has nearly 30,000 members world-wide. Athletic trainers are employed in a variety of settings including public schools, colleges and universities, professional sports, sports medicine clinics, medical offices, and industrial settings. To practice as an athletic trainer, individuals must graduate from a nationally accredited program and pass the rigorous BOC exam.

The Winthrop University ATEP began the national accreditation process in 2001 and was successfully accredited in September 2004. The ATEP is housed within the Department of Health and Physical Education of the Richard W. Riley College of Education. The degree which students in the ATEP currently receive is Bachelor of Science. The major for these students is "Physical Education, with a concentration in Athletic Training." The first class of the ATEP received diplomas in spring 2006.

The accreditation standards established by CAATE are divided into fourteen major sections (A through N) and include, among others, requirements for institutional

affiliation, faculty qualifications, program director qualifications, academic requirements, and resources. Section I of the CAATE standards defines the requirements for curriculum and instruction and contains five sub-headings. Standard I1 is included below:

- I1. Description of the Program - The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. The undergraduate major or graduate major equivalent must be:
 - I1.1 consistent with other majors offered within the institution,
 - I1.2 identified as an academic athletic training major program in institutional academic publications, and
 - I1.3 indicated on the official transcript of the student as is normally designated for other undergraduate majors or graduate major equivalents at the institution.

Standard I1 is interpreted by CAATE as requiring a major in athletic training. CAATE has not recognized a concentration within a major other than athletic training as meeting the standard. When the WU-AATEP is reviewed by CAATE for re-accreditation, it is likely to be cited as being non-compliant to this standard unless a change of degree designation is made.

National and State Need. Athletic training is recognized by the American Medical Association (AMA) as an allied health profession. Further, in 1999 the AMA recommended that all high schools with athletics programs hire an ATC to provide care for those athletes. Research conducted by the NATA (http://www.nata.org/employers/occ-ind/value_model.pdf) has demonstrated that athletic trainers employed in industrial settings have reduced musculoskeletal injuries by over 25% and have reduced costs significantly. Fewer injuries contribute to fewer missed days by employees and the rehabilitation skills of ATCs reduce costs associated with recovery from such injuries.

The state of South Carolina has strong certification legislation which governs the practice of athletic training. High schools within the state are encouraged to hire athletic trainers to provide sports medicine care for the athletic programs. There are seven high schools in York County and these high schools have sought to hire five qualified athletic trainers in the past six months. Further, the US Department of Labor (*Occupational Outlook Handbook*) predicts that employment of athletic trainers is expected to grow 24 percent in the next decade. This growth is much faster than the average occupational growth.

The majority of students who have completed the ATEP (58.3%) have opted to pursue advanced degrees. The first group will complete master's degrees in Spring 2008. A second group of graduates (25%) are working in athletic training or related fields. A few (16.6%), are not currently pursuing athletic

training. This group of students is concentrated in the first two years of the program before the full curriculum was in place.

Industry and Career Need. Opportunities for athletic trainers are growing. The traditional employment setting with athletic programs in high schools and colleges and universities has seen consistent growth. Employment in other settings is expanding rapidly. Employment in sports medicine clinics utilizes athletic trainers in providing care to patients in-house and, in some instances, involves out-reach to high school and community sport programs. Every branch of the military utilizes athletic trainers to provide care for active-duty injured service people, on- and off-base fitness and wellness centers, and to provide care in recruit readiness programs. Athletic trainers work with patients in industrial and commercial settings as first responders and in treatment and rehabilitation of injuries. A relatively new area in which athletic trainers are employed is in medical offices as physician extenders. The broad knowledge and preparation of athletic trainers make these professionals well-suited to work in a variety of settings. According to the US Department of Labor *Occupational Outlook Handbook*, 34 percent of athletic trainers work in health care settings such as hospitals and physician offices, 34 percent work in colleges, universities, and high schools, and 20 percent are employed in fitness and recreational settings.

Many athletic trainers pursue advanced educational degrees. According to the NATA, over 70% of athletic trainers have masters or doctorate degrees. These advanced degrees range from advanced study in athletic training to exercise physiology, physical therapy, nutrition, and medicine.

Centrality of the program to the mission of the institution

Winthrop University is a comprehensive learning university which provides personalized and challenging programs. The university emphasizes service and community involvement through many of its initiatives. In the *2007-08 Vision of Distinction*, the university has stated a goal to “establish experiential learning as a defining characteristic of the Winthrop Experience.” The ATEP aligns closely with the mission and goals of the university. The curriculum is comprehensive and blends content-specific coursework with general education. Through six structured clinical experiences, students in the ATEP gain extensive clinical experience under the guidance of mature professionals in the field. Some of the clinical experiences entail work in local high school athletic programs, where students gain valuable knowledge and skill while providing valuable service to those athletes. In association with the South Carolina Athletic Trainers’ Association, ATEP students have the opportunity to provide educational workshops for high school athletic training students.

The ATEP is housed in the Richard W. Riley College of Education and is in line with the college’s mission of preparing professionals who are “committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship, and the communication of ideas.” Students in the ATEP are encouraged to become active in the profession by involvement in

professional organizations and are required to attend professional conferences as part of the educational process.

Relationship of program to other related programs within the institution

The ATEP compliments other programs within the Department of Health and Physical Education. Students in all programs within the department take some common classes including: kinesiology, exercise physiology, and motor learning. Students in the ATEP also take courses outside the department. There is an excellent relationship between the ATEP and the Department of Biology, where students take Human Anatomy and Human Physiology. Athletic training students also take courses from the Department of Nutrition.

An important component of the education of athletic training students is the opportunity to obtain practical clinical experience under the supervision of experienced athletic trainers. The ATEP enjoys an excellent relationship with the Department of Athletics. The four full-time and two graduate assistant certified athletic trainers employed by the Department of Athletics work closely with the faculty of the ATEP to provide excellent clinical education for the students in the program.

Similarities and differences between the proposed program and those with like objectives offered at other institutions

Winthrop University is one of seven institutions in South Carolina which have accredited undergraduate athletic training education programs. The institution that is closest geographically is the University of South Carolina. The other public institutions are the College of Charleston and Lander University. The independent institutions which have accredited programs are Charleston Southern University, Erskine College, and Limestone College. Each institution has a unique student population. Five of the institutions currently offer the Bachelor of Science in Athletic Training.

All of the programs have similar course offerings and must meet the standards and guidelines of CAATE. Preparation of athletic trainers requires rigorous didactic and clinical coursework. In order to obtain accreditation, a program must demonstrate effective education for students and document the instruction and mastery of nearly 400 competencies by each student. The competencies are categorized by twelve content areas and are sub-categorized by behavioral classification. The behavioral classifications are cognitive domain (knowledge and intellectual skills), psychomotor domain (manipulative and motor skills), and clinical proficiency domain (decision-making and skill application).

The ATEP at Winthrop University is competitive with the other institutions in regard to facilities and location. The new state-of-the-art Lois Rhame West Health, Physical Education and Wellness Center boasts excellent facilities, which will afford students opportunities to utilize cutting edge technology and equipment in the educational process. Further, the Winthrop Coliseum, houses a classroom and laboratory dedicated to athletic training education.

This instructional and laboratory space provides students with access to anatomical models, computer programs and simulations, and modern treatment and rehabilitation equipment.

ENROLLMENT

Admissions Criteria

Admissions criteria for the ATEP are consistent with other programs in the Richard W. Riley College of Education.

All students seeking to complete the Clinical Stage of the ATEP must meet all admission requirements and be formally admitted before they are allowed to enroll in the advanced clinical experience courses.

Transfer students must request a review of their transcripts. Appropriate transfer courses will be accepted if deemed equivalent by Winthrop University admissions and academic personnel. Transfer students, who are admitted into the ATEP, will be required to complete all of the clinical education components at Winthrop University.

Admission into the Clinical Stage of the WU-ATEP is a competitive process.

Completing the application requirements does not guarantee admission into the ATEP. The ATEP is bound by accreditation standards to maintain strict ratios between athletic training students and clinical instructors and to assure that all athletic training students can meet rigorous technical standards; it is possible that a student might fulfill the application requirements and be denied admission into the ATEP.

All applicants for admission into the Clinical Stage of the ATEP must meet the following requirements:

1. Complete a minimum of 30 semester hours.
2. Achieve a minimum cumulative grade point average of 2.5 for all coursework and a minimum cumulative grade point average of 2.75 for all coursework in the H&PE core.
3. Complete the following Athletic Training core courses with a grade of "B" or better in each course: ATRN 101, ATRN 151 & 151L, PHED 361.
4. Complete BIOL 307 with a grade of "C-" or better.
--application can be made during the semester of enrollment in BIOL 307; a final positive admission decision will not be made until the course is completed.
5. Complete a minimum of 75 hours of directed observation with ATCs. At least 25 of the hours must be done in an athletic training setting outside of Winthrop University.
6. Submit an Application for Admission to the Athletic Training Education Program to the Program Director (PD) that includes:
 - a. official transcripts from all institutions of higher education attended.
 - b. WU-ATEP application form.
 - c. an admission essay that documents the student's growth toward becoming an allied health professional.

- d. two letters of recommendation, one should be from an ATC.
- e. log which documents 75 observation hours.
- 7. Undergo a standardized interview with the Admission Selection Committee comprised of the Program Director, Clinical Coordinator, Winthrop University Head Athletic Trainer, Winthrop University Assistant Athletic Trainer, one off-campus ACI, and two current athletic training students.

Projected Student Enrollment

For fall 2007, over 40 students have selected the Athletic Training concentration in the Department of Health and Physical Education. The interest in the program has prompted Winthrop University's admissions staff to offer a break-out session dedicated to athletic training during each Preview Day. It is anticipated that the opening of the state-of-the-art Lois Rhame West Health, Physical Education and Wellness Center will increase interest in all majors in the Department of Health and Physical Education, including athletic training.

PROJECTED TOTAL ENROLLMENTS FOR 2008-2013

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2008-2009	45	675	46	690	2	6
2009-2010	48	720	49	735	3	9
2010-2011	52	780	54	810	2	6
2011-2012	56	840	58	870	2	6
2012-2013	60	900	61	915	3	9

Note: Projections are based on enrollment increases from the last three years in the program. All credit hours are calculated on a 15 credit hour load per student.

PROJECTED NEW ENROLLMENTS FOR 2008-2013

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit hours	Headcount	Credit hours	Headcount	Credit hours
2008-2009	12	180	1	15	NA	NA
2009-2010	12	180	1	15	NA	NA
2010-2011	14	210	2	30	NA	NA
2011-2012	15	225	2	30	NA	NA
2012-2013	15	225	2	30	NA	NA

Note: Projections are based on the number of students expressing interest in the athletic training program through the admission's office and the department over the last two years. On average 15-20 students have requested information about an athletic training degree program. Credit hours production is based on 15 hours per semester per student.

Bachelor of Science in Athletic Training (ATRN)

	Semester Hours
General Education	
ACAD 101 Principles of the Learning Academy	1
Critical Skills	15-21
Writing and Critical Thinking	
WRIT 101 Composition	3
CRTW 201 Critical Reading, Thinking & Writing	3
Quantitative Skills	
CTQR 150 Quantitative Methods in Critical Thinking	3
Technology	
CSCI 101 Intro to Comp & Info Processing & 3 from 101A, B, C, or P	0
Oral and Expressive Communication	
SPCH 201 Public Speaking	0
Logic/Language/Semiotics	
CSCI 101 Intro to Comp & Info Processing & 3 from 101A, B, C, or P	3
SPCH 201 Public Speaking	3
Skills for a Common Experience and Thinking Across Disciplines	9
HMXP 102 The Human Experience: Who Am I?	3
Global Perspectives Select from approved list	3
Historical Perspectives	
HIST 211 US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines	22-28
Social Science, Humanities and Arts	15
Social Science Select from approved list	6-9
PSYC 101 General Psychology	3
Electives Must have at least 2 different designators	3-6
Humanities and Arts	6-9
Electives Must have at least 2 different designators	6-9
Natural Science	7
BIOL 307 Human Anatomy	4
PHYS OR CHEM	3
Intensive Writing	0-3
PHED 381 Research Methods in Phys Activity & Sports Mgmt	
Constitution Requirement	0-3
HIST 211 US History to 1877	
Athletic Training Core	78
BIOL 308 Human Physiology	4
HLTH 300 Personal & Comm Health	3
NUTR 221 Food & Nutrition	3
NUTR 520 Sports Nutrition	3
PHED 242 Motor Learning & Control	3
PHED 267 Weight Training	1
PHED 361 First Aid, CPR	1
PHED 381 Research Methods in Phys Activity & Sports Mgmt	3

PHED 382	Kinesiology	3
PHED 384	Exercise Physiology I	3
PHED 385	Exercise Physiology I Lab	1
PHED 465	Strength Training & Conditioning	2
PHED 480	Exercise Testing & Prescription	3
PHED 548	Psychology of Sport & Phys Activity	3
ATRN 101	Introduction to Athletic Training	2
ATRN 151	Foundations of Athletic Training	2
ATRN 152	Foundations of Athletic Training Lab	1
ATRN 201	Clinical Experience in Athletic Training I	1
ATRN 202	Clinical Experience in Athletic Training II	2
ATRN 301	Clinical Experience in Athletic Training III	2
ATRN 302	Clinical Experience in Athletic Training IV	2
ATRN 310	Assessment: Lower Extremity	2
ATRN 311	Lower Extremity Lab	1
ATRN 320	Assessment: Upper Extremity	2
ATRN 321	Upper Extremity Lab	1
ATRN 330	Assmnt of Ath Inj & Ill: Head,Trunk	2
ATRN 331	Head/Trunk Lab	1
ATRN 350	Therapeutic Modalities	2
ATRN 351	Therapeutic Modalities Lab	1
ATRN 401	Clinical Experience in Athletic Training V	2
ATRN 402	Clinical Experience in Athletic Training VI	2
ATRN 450	Therapeutic Exer & Rehab for Ath Training	2
ATRN 451	Therapeutic Exer & Rehab for Ath Training Lab	1
ATRN 480	Capstone in Athletic Training	2
ATRN 481	Capstone in Athletic Training Lab	1
ATRN 510	Pharmacology for Athletic Training	3
ATRN 561	Advanced Emergency Care	2
ATRN 563	Medical Aspects of Sport & Related Injuries	3
Total Credits Required		125

ASSESSMENT OF STUDENT LEARNING OUTCOMES

The ultimate assessment of student learning for the ATEP occurs when the student takes the BOC National Certification Exam. To date, two-thirds of the ATEP graduates have taken the BOC exam and half of those students have passed the test the first time. The BOC exam is a rigorous exam and the national first-time passage rates for 2004, 2005 and 2006 were 35.4%, 26.2 %, and 46.9%, respectively.

Assessment of student learning while students are enrolled in the ATEP is done in a variety of ways. As noted on page 6, CAATE requires documentation of student success in nearly 400 competencies. The following chart details the type of competency assessed, methods of assessment, and times per course that evaluation occurs:

Course	Type of Competency	Type and Number of Assessments
ATRN 101, Intro to AT	Cognitive	Written exams (4)
ATRN 151, Found of AT	Cognitive	Written exams (4) Journal reviews (3)
ATRN 152, Found of AT Lab	Psychomotor	Taping Proficiencies (18)
ATRN 201, Clin Ex in AT I	Clinical Proficiency	Proficiency checklist (12)
ATRN 202, Clin Ex in AT II	Clinical Proficiency	Proficiency checklist (19)
ATRN 301, Clin Ex in AT III	Clinical Proficiency	Proficiency checklist (24)
ATRN 302, Clin Ex in AT IV	Clinical Proficiency	Proficiency checklist (19)
ATRN 310, Assess: LEx	Cognitive	Written exams (4) Journal reviews (20)
ATRN 311, LEx Lab	Psychomotor	Skill testing (7)
ATRN 320, Assess: UEx	Cognitive	Written exams (4) Journal reviews (20)
ATRN 321, UEx Lab	Psychomotor	Skill testing (9)
ATRN 330, Assess: Head,Trunk	Cognitive	Written exams (4) Journal reviews (20)
ATRN 331, Head/Trunk Lab	Psychomotor	Skill testing (8)
ATRN 350, Therc Modalities	Cognitive	Written exams (4)
ATRN 351, Ther Mod Lab	Psychomotor	Skill testing (10)
ATRN 401, Clin Ex in AT V	Clinical Proficiency	Proficiency checklist (19)
ATRN 402, Clin Ex in AT VI	Clinical Proficiency	Proficiency checklist (74)
ATRN 450, Ther Ex & Rehab	Cognitive	Written exams (3) Presentation (1) Case Study (1)
ATRN 451, Ther Ex Rehab Lab	Psychomotor	Skill testing (5)
ATRN 480, Capstone in AT	Cognitive	Written exams (3) Written assignments (2) Project (1)
ATRN 481, Capstone in AT Lab	Psychomotor	Taping Proficiencies (37)
ATRN 510, Pharm for AT	Cognitive	Written exams (4) Written assignments (2) Project
ATRN 561, Adv Emerg Care	Cognitive Psychomotor	Written exams (4) Journal reviews (3) Skill testing (4)
ATRN 563, Med Asp of Sport	Cognitive	Quizzes (7) Project Final exam (1)

The following is a list of new courses to be added:

New course offerings for Major Requirements:

ATRN 481L – Capstone in Athletic Training Lab (1)

Laboratory experience in athletic training. Demonstration of mastery of athletic training clinical skills.

ATRN 510 – Pharmacology and Drug Education (3)

Lecture/discussion experiences in the principles of pharmacology and the clinical use and effects of major drug categories. Includes information on substance abuse, especially as it pertains to the physically active population, and on drug education and testing programs.

PHED 385 – Exercise Physiology Laboratory (1)

Students will gain practical experience in laboratory-based exercise testing such as maximum aerobic and anaerobic capacity testing and body composition assessment.

STAFFING

FACULTY

Table detailing rank and qualifications of each staff member who will be involved in the program

List Staff by Rank	Highest degree earned	Field of Study	Teaching in Field
Assistant Professor	Ph.D.	Athletic Training	Yes
Instructor	M.S.	Athletic Training	Yes
Professor	Ph.D	Exercise Physiology	Yes

Institutional Plan for Faculty Development:

University Programs:

Winthrop University sponsors the Teaching and Learning Center to support faculty development and to improve teaching effectiveness. Programs sponsored by the Center include Teaching Squares, numerous workshops, and an extensive new faculty mentoring program. These programs are ongoing and provide a variety of faculty development opportunities that faculty members within the Athletic Training Program would be encouraged to participate.

Richard W. Riley College of Education (COE):

Each full-time faculty member receives a set amount of annual funding from the Richard W. Riley College of Education for use in professional development. All faculty members are eligible to apply for funding through the COE Faculty Development Committee. Additional sources of development funds are available through the Bank of America Award, Singleton Endowed Professorship Award, Tolbert Faculty Development Award, and the Winthrop University Research Council Awards. All the above awards are competitive opportunities for faculty to develop

their research agendas and improve teaching effectiveness. In addition, the COE provides mentoring opportunities for faculty members and sponsors numerous workshops under the heading of "Take Thirty." All faculty members in the Athletic Training program will have the opportunity to apply for, and participate in, any of the development opportunities sponsored by the COE.

Health and Physical Education:

The Department of Health and Physical Education supports faculty development through the Bobb/Taylor and Post funds. Funding for research projects through these funds is competitive. In addition, the Department provides full day workshops to faculty members in Exercise Science, Athletic Training, and Teacher Certification to update technical skills and support teaching effectiveness. Any time the department invests in new equipment or software, funding is made available for faculty development. For the last three years, the Department of Health and Physical Education has supported both faculty members in the Athletic Training Education program travel to the NATA National convention. This allows faculty members to obtain CEUs as required by the accreditation body. The department will seek funding both at the university and college levels to support future faculty development opportunities based on the needs of the program.

Institutional Definition of Full-time Equivalent (FTE)

Every 24 credit hours taught during the academic year is equivalent to one Full-Time Equivalent (FTE). Faculty members with approved scholarly reassigned time have a defined FTE as 21 credits for the academic year.

Unit Administration/Faculty/Staff Support:

Table below shows for at least the first five years the number (headcount) and full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2008-09	0	0	2	.35	2	.35
2009-10	0	0	2	.35	2	.35
2010-11	0	0	2	.35	2	.35
2011-12	0	0	2	.35	2	.35
2012-13	0	0	2	.35	2	.35
Faculty						
2008-09	0	0	3	2.25	3	2.25
2009-10	0	0	3	2.25	3	2.25
2010-11	0	0	3	2.25	3	2.25
2011-12	0	0	3	2.25	3	2.25
2012-13	0	0	3	2.25	3	2.25
Staff						
2008-09	0	0	1	.25	1	.25
2009-10	0	0	1	.25	1	.25
2010-11	0	0	1	.25	1	.25
2011-12	0	0	1	.25	1	.25
2012-13	0	0	1	.25	1	.25

**Physical Plant
Existing Facilities**

The ATEP is housed in the Winthrop Coliseum, with a classroom containing the latest teaching technology such as LCD projectors, SmartBoards, and Sympodiums and a laboratory dedicated to athletic training education. This instructional and laboratory space provides students with access to anatomical models, computer programs and simulations, and modern treatment and rehabilitation equipment.

In addition, some courses are taught in the state-of-the-art, LEED-certified 138,000 square foot Lois Rhame West Health and Physical Education Wellness Center that opened for the fall 2007 semester. The building contains spacious classrooms equipped with the latest teaching technology such as LCD projectors, SmartBoards, and Sympodiums. There are new human performance and athletic training laboratory spaces.

Additional Physical Plant Requirements

There are no additional physical plant requirements foreseen at this time.

Equipment

Since the ATEP is an existing program, which is seeking modification to become a major, it is not anticipated that any significant additional costs will be incurred. Needed upgrades in equipment and supplies are addressed through the standard budget process.

Equipment currently in use by the ATEP includes a Biodex[®] isokinetic exercise and testing unit, Vectra[®] combination ultrasound-electric stimulation unit, numerous anatomic models, stethoscopes, otoscopes, ophthalmoscopes, and goniometers. Many of the materials students use during the clinical experiences are provided by the settings in which the clinical experience is being performed.

Library Resources

The Ida Jane Dacus Library is an integral part of the University's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library also serves the community at large through interlibrary cooperative agreements and limited public access to the collection.

As of July 1, 2007, the General Collection consists of over 424,896 volumes and a piece count of over 1,890,863.

Quantitative Comparison of Library Holdings

Peer Institutions

- **College of Charleston** offers a B. S. degree in Athletic Training. Fall 2006 enrollment: 11,218.
- **Lander University** currently offers a BS in Athletic Training. Fall 2006 enrollment, 2,682.
- **Radford University** offers a B.S. Degree in Athletic Training in the College of Education and Human Development. Fall 2006 enrollment: 9,952.
- **USC-Columbia** currently offers an undergraduate degree, a Bachelor of Science degree in Physical Education with a major track in Athletic Training. USC also offers a Master's of Science in Physical Education with a concentration in Athletic Training.

- **Winthrop University** is currently in the process of requesting permission to offer a BS degree in Athletic Training. Currently students have the option of getting a BS in Physical Education with an emphasis in Athletic Training. Fall 2006 enrollment: 6,292.

Athletic Training covers the body of knowledge used for educating professionals specializing in athletic health care and the relationship between physical activity and human health. The library catalogs of the peer institutions were searched to ascertain the approximate number of cataloged titles within the selected Library of Congress subject headings. In comparing Winthrop to its peers, and especially to the institution with degrees in athletic training, the title count is comparable.

Monographs and Audio-Visuals

	Radford	Lander	College of Charleston	USC-Columbia	Winthrop
Athletes – Training of	8	0	3	4	2
Athletes Nutrition (TX)	62	32	56	61	58
Athletic Trainers	12	1	22	18	4
Biomechanics (QP)	7	16	64	32	28
Cardiac Rehabilitation (RC)	12	9	13	27	16
Endurance sports – Training	1	2	1	3	2
Endurance sports – Psychological aspects	2	1	2	1	1
Exercise Physiological Aspects (QP)	114	99	144	159	113
Exercise – Research	1	1	1	0	1
Exercise Therapy (RM)	89	47	90	95	86
Human Anatomy	62	82	92	238	141
Human Psychology /counseling (word search)	1096	402	1350	2479	850
Kinesiology	43	32	46	60	39
Metabolism	23	19	35	115	41
Motor Behavior (word search)	24	12	0	71	0
Muscle strength	39	10	22	57	17
Occupational Therapy (RC)	46	4	34	26	25
Physical Education and Training (GV)	219	178	180	397	259
Physical Fitness (GV)	489	139	482	304	491

Physical Fitness - testing (GV)	52	55	65	87	66
Physical Therapy (RM)	20	12	19	53	58
Recreational Therapy (RM)	89	11	30	28	41
Sports injuries (RD)	49	8	0	63	57
Sports medicine (RC)	128	69	0	79	67
Sports Nutrition (RA)	5	0	0	1	1
Sports Sciences	10	5	10	13	6
Sports Psychological Aspects (GV)	142	42	149	135	158
Sports sciences (GV)	10	5	10	13	22
Weight training	47	9	33	35	21
Total Titles Held	2901	1302	2953	4654	2446

Periodicals/Electronic journals

Dacus Library receives over 1,459 different print subscriptions to general magazines, journals for specific topics and national and international newspapers. The e-journal collection has approximately 25,676 unique titles indexed in a total of 33 different databases. Databases appropriate for Athletic Training are Physical Education Index, SPORTDiscus, Health Reference Center – Academic, Health and Wellness Resource Center, Health Source Nursing/Academic, Health Source-Consumer Edition, Nutrition Abstracts, MEDLINE, PsycINFO, CINHHL, LexisNexis Academic (Medical), Psychology and Behavioral Sciences Collection, Clinical Pharmacology, and Liebert Online. The library provides access to its holdings via the World Wide Web at (<http://www.winthrop.edu/dacus>).

Current Periodicals in Print

American Journal of Public Health
 American Journal of Health Behavior
 American Journal of Health Education
 Athletic Business
 Health
 ICHPER-SD Journal
 ICHPER-SD journal of Research
 Journal of Athletic Training
 Journal of American College Health
 Journal of Sport History
 Journal of Teaching in Physical Education: JTPE
 Journal of Strength and Conditioning Research
 Journal of Physical Education, Recreation & Dance
 Journal of Mental Health Counseling
 Perceptual and Motor Skills
 The Physical Educator

Students have access to electronic journals via the online catalog.

Subject Area	Number of e-journals
Health & biological Sciences: Diet and Clinical Nutrition	92
Health & biological Sciences: Human Anatomy & Physiology: Physiology	104
Health & biological Sciences: Human Anatomy Physiology: Anatomy	17
Health & biological Sciences: Medicine: Sports Medicine	18
Health & Biological Sciences: Occupational Therapy & Rehabilitation	29
Health & Biological Sciences: Physical Therapy	24
Health & Biological Sciences: Surgery & Anesthesiology: Wounds & Injuries	7
Total e-journals	291

Quantitative estimate of acquisitions needed

According to *The Bowker Annual Library and Book Trade Almanac* 52nd edition, and using the subject areas appropriate for athletic training, the price for books for 2006 was: Biology (\$69.65), Health sciences (\$57.19), Sports/Physical Education (\$40.39), *Medicine (\$100.00) and *Chemistry (\$110.55). Calculating an average price per volume of \$74.00 for monographic titles published in the area of Athletic Training.

For the past three years, the library's expenditures for all areas supporting Health & Physical Education are outlined below.

	fy2004- 2005	fy2005- 2006	fy2006- 2007
Books			
Health & Physical Education	\$2,774.05	\$3,322.05	\$1,749.62
Biology	\$11,662.38	\$10,946.96	\$12,938.43
Human Nutrition	\$2,544.50	\$4,149.88	\$4,538.28
Total books:	\$16,980.93	\$18,418.89	\$19,226.33
Video / sound			
Health & Physical Education	\$3,049.68	\$3,351.09	\$1,838.62
Biology	\$11,662.38	\$11,346.43	\$12,965.42
Human Nutrition	\$2,812.35	\$5,883.21	\$4,547.77
Total videos:	\$17,524.41	\$20,580.73	\$19,351.81
Serials			
Health & Physical Education	\$5,121.40	\$5,898.96	\$7,178.94
Biology	\$125,297.88	\$110,518.76	\$117,478.92
Human Nutrition	\$11,432.73	\$11,329.50	\$12,945.09
Total serials:	\$141,852.01	\$127,747.22	\$137,602.95
Total expenditures:	\$176,357.35	\$166,746.84	\$176,181.09

Accreditation

The ATEP is currently accredited by CAATE. Costs for CAATE membership and other costs related to maintaining accreditation are included in the WU-ATEP budget. The re-accreditation self-study report, which will be submitted in summer 2009 for a site visit during the 2009-10 academic year, is being factored into the Richard W. Riley College of Education budget.

Estimated Cost

NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

ESTIMATED COSTS BY YEAR						
Category	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	0	0	0	0	0	0
Faculty Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	0	0	0	0	0	0

SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue from the State	126,354	126,354	155,512	165,232	165,232	738,682
Tuition Funding (new students only)	85,562	88,054	111,442	121,666	124,925	531,648
Other State Funding (Legislative Approp.)	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (Endowment, Auxiliary, etc)	0	0	0	0	0	0
TOTALS	211,916	214,408	266,954	286,898	290,157	1,270,330

*Specify source(s) (e.g., Special Item Appropriation, Auxiliary Enterprise Funds, Endowment Income, Special grant or contract, etc)

Institutional Approval

Program approved by the Winthrop University Board of Trustees on February 22, 2008.