

# BOARD OF TRUSTEES



## AGENDA

**Wednesday, December 16, 2015**

**BOARD OF TRUSTEES' MEETING**

**Wednesday, December 16, 2015**  
**3:00 p.m.**

**Tod Hall**  
**Board Meeting Room**

**AGENDA**

- A. Roll Call
- B. Proof of Notice of Meeting
- C. Disposition of Minutes
- D. Oath of Office of New Trustee, Charles R. Bush
- E. Report of the President of the University
- F. Report of the Committees of the Board
  - 1. Academic Quality and Student Success Committee
    - a. Resolution to Modify Academic Senate Policy, 3356-10-10 (Previous Policy Number 1010.01)
    - b. Resolution to Modify Development and Assessment of Student Tuition and Fees Policy, 3356-3-02 (Previous Policy Number 3002.02)
    - c. Resolution to Rescind Continuing Education Unit Policy, 3356-10-11 (Previous Policy Number 1011.01)
    - d. Resolution to Modify Honorary Degrees and Commencement Speakers Policy, 3356-10-05 (Previous Policy Number 1005.01)
    - e. Resolution to Approve Master of Athletic Training (MAT) Degree Program
    - f. Resolution to Approve Master of Fine Arts (MFA) in Interdisciplinary Visual Arts Degree Program
    - g. Resolution to Approve Reporting for Evaluation of Low Enrollment Courses and Programs
  - 2. Institutional Engagement Committee
    - a. Resolution to Modify Display of the Flag of the United States of America Policy, 3356-5-01 (Previous Policy Number 5001.01)
    - b. Resolution to Modify Electronic Media Rights Policy, 3356-5-06 (Previous Policy Number 5006.01)
    - c. Resolution to Confirm Appointment of University Member to the Board of Directors of the Northeastern Educational Television of Ohio, Inc. (NETO)
    - d. Resolution to Accept Alumni Engagement and WYSU Memberships
    - e. Resolution to Name Venues in the Veterans Resource Center
  - 3. Finance and Facilities Committee
    - a. Resolution to Modify Chargebacks Policy, 3356-3-12 (Previous Policy Number 3009.02)
    - b. Resolution to Modify Identity Theft Red Flags Policy, 3356-4-14 (Previous Policy Number 4012.02)
    - c. Resolution to Modify Electronic Information Technology (EIT) Accessibility Policy, 3356-5-14 (Previous Policy Number 5015.01)

- d. Resolution to Approve Unmanned Aircraft (Drones and Model Aircraft) Policy, 3356-4-44
  - e. Resolution to Approve Room Rental Rates for the University Courtyard Apartments, Effective Fall Semester 2016
  - f. Resolution to Authorize the Leasing of University Land for Student Housing and Retail Development
  - g. Resolution to Approve Interfund Transfers
  - h. Resolution to Renew and Amend the Internal Audit Charter
  - i. Report of the Audit Subcommittee, Leonard D. Schiavone, Chair
  - j. Report of the Investment Subcommittee, James B. Green, Chair
4. University Affairs Committee
- a. Resolution to Rescind Payment of Employee Serving as University Consultant Policy, 3356-7-47 (Previous Policy Number 7023.02)
  - b. Resolution to Rescind Supplementary Pay for Faculty Teaching at Distant Off-Campus Sites Policy, 3356-10-19; (Previous Policy Number 1019.01)
  - c. Resolution to Modify and Retitle Supplementary Pay Policy, 3356-7-46; (Previous Policy Number 7023.01)
  - d. Resolution to Modify and Retitle Supplemental Pay from Grants and Sponsored Programs for Faculty and Professional/Administrative Staff Policy, 3356-7-48 (Previous Policy Number 7023.03)
  - e. Resolution to Ratify Personnel Actions
  - f. Report of the Collective Bargaining and Negotiations Subcommittee, James E. "Ted" Roberts, Chair
  - g. Report of the Intercollegiate Athletics Subcommittee, David C. Deibel, Chair
- G. Communications and Memorials
- H. Unfinished Business
- I. New Business
- J. Chairperson's Remarks
- K. Dates and Times of Upcoming Regular Meetings of the Board
- Tentative Meeting Dates: 3 p.m., Wednesday, March 16, 2016
- 3 p.m., Wednesday, June 15, 2016
- 3 p.m., Wednesday, September 21, 2016
- L. Adjournment

# **DIVIDER**

## **Academic Quality and Student Success Committee**



**RESOLUTION TO MODIFY  
ACADEMIC SENATE POLICY, 3356-10-10  
(PREVIOUS POLICY NUMBER 1010.01)**

**WHEREAS**, the Institutional Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of Academic Senate, Policy Number 3356-10-10 (previous Policy Number 1010.01) of the *University Guidebook*, shown as Exhibit A attached hereto. A copy of the policy indicating changes to be made is also attached.

**3356-10-10 Academic senate.**

Previous Policy Number: 1010.01  
Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President of Academic Affairs  
Revision History: October 1998; October 2010; December 2015  
Board Committee: Academic Quality and Student ~~Affairs~~Success  
**Effective Date:** ~~October 1, 2010~~ December 16, 2015  
Next Review: 201520

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- (A) Policy statement. Under authority delegated to the academic senate of Youngstown state university by the board of trustees, “In recognition of the essential role of the faculty in the development of policies concerning the academic functions and activities of the university, it is appropriate for the senate to have primary responsibility for the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the university.” (See “Academic Senate Charter Preamble.”)

Where required, or as appropriate, such policy recommendations shall be subject to review by the provost and, in its oversight capacity, by the board’s academic quality and student ~~affairs~~success committee, particularly as to statements of institutional mission, academic plans, university-wide standards of admission, retention, and graduation, and deletions or changes in academic programs and new programs leading to certificates or degrees. (See paragraph (B)(1) of rule 3356-1-03.8 of the Administrative Code.)

Where required, or as appropriate, the academic quality and student ~~affairs~~success committee will inform or make recommendations to the board.

- (B) Purpose. The establishment of the academic senate as an integral part of the governance structure of the university recognizes the essential role and primary responsibility of the faculty in the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the university.
- (C) Parameter. The academic senate establishes bylaws for its own operation, which are consistent with its charter and the mission of the university.

## (D) Procedures.

- (1) Operating procedures for the academic senate are found in the charter of the academic senate and bylaws of the academic senate.
- (2) Amendments to the charter of the academic senate, passed in accordance with article VI, section 1c, are presented to the president, or designee, and the board of trustees for action.
- (3) Amendments to the bylaws of the academic senate, which are approved by the academic senate, are forwarded to the provost and presented at a regular meeting of the academic quality and student affairssuccess committee of the board of trustees.
- (4) Copies of the charter of the academic senate and the current bylaws are available in the offices of the academic senate and the provost as well as on the academic senate website at <http://academicsenate.yasu.edu/>.

**3356-10-10 Academic senate.**

Previous Policy Number: 1010.01  
Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President of Academic Affairs  
Revision History: October 1998; October 2010; December 2015  
Board Committee: Academic Quality and Student Success  
**Effective Date: December 16, 2015**  
Next Review: 2020

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- (A) Policy statement. Under authority delegated to the academic senate of Youngstown state university by the board of trustees, “In recognition of the essential role of the faculty in the development of policies concerning the academic functions and activities of the university, it is appropriate for the senate to have primary responsibility for the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the university.” (See “Academic Senate Charter Preamble.”)

Where required, or as appropriate, such policy recommendations shall be subject to review by the provost and, in its oversight capacity, by the board’s academic quality and student success committee, particularly as to statements of institutional mission, academic plans, university-wide standards of admission, retention, and graduation, and deletions or changes in academic programs and new programs leading to certificates or degrees. (See paragraph (B)(1) of rule 3356-1-03.8 of the Administrative Code.)

Where required, or as appropriate, the academic quality and student success committee will inform or make recommendations to the board.

- (B) Purpose. The establishment of the academic senate as an integral part of the governance structure of the university recognizes the essential role and primary responsibility of the faculty in the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the university.
- (C) Parameter. The academic senate establishes bylaws for its own operation, which are consistent with its charter and the mission of the university.



(D) Procedures.

- (1) Operating procedures for the academic senate are found in the charter of the academic senate and bylaws of the academic senate.
- (2) Amendments to the charter of the academic senate, passed in accordance with article VI, section 1c, are presented to the president, or designee, and the board of trustees for action.
- (3) Amendments to the bylaws of the academic senate, which are approved by the academic senate, are forwarded to the provost and presented at a regular meeting of the academic quality and student success committee of the board of trustees.
- (4) Copies of the charter of the academic senate and the current bylaws are available in the offices of the academic senate and the provost as well as on the academic senate website at <http://academicsenate.yzu.edu/>.



**RESOLUTION TO MODIFY DEVELOPMENT AND ASSESSMENT OF  
STUDENT TUITION AND FEES POLICY, 3356-3-02  
(PREVIOUS POLICY NUMBER 3002.02)**

**WHEREAS**, the Institutional Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of Development and Assessment of Student Tuition and Fees, Policy Number 3356-3-02 (previous Policy Number 3002.02) of the *University Guidebook*, shown as Exhibit B attached hereto. A copy of the policy indicating changes to be made is also attached.

**3356-3-02 Development and assessment of student tuition and fees.**

Previous Policy Number: 3002.02  
Responsible Division/Office: Finance and ~~Administration~~Business Operations  
Responsible Officer: Vice President for Finance and ~~Administration~~  
Business Operations  
Revision History: June 1998; October 2009; June 2010; December 2015  
Board Committee: Academic Quality and Student ~~Affairs~~Success  
**Effective Date:** ~~June 11, 2010~~December 16, 2015  
Next Review: 20~~15~~20

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- (A) Policy statement. The board of trustees of Youngstown state university shall review and approve the schedules of mandatory student tuition and fees and miscellaneous fees. ~~This~~These schedules and the associated refund procedures will be printed in university bulletins and other official university documents.
- (B) Parameters.
- (1) The board of trustees reserves the right to change any fee, charge, or fine, as may be permitted by state law.
  - (2) For the purpose of assessing tuition and fee charges, residency is determined at the time of admission or readmission by the registrar and/or ~~executive director of enrollment services~~the associate vice president for enrollment management.
  - (3) Tuition and fees are assessed at the time of registration.
- (C) Procedures.
- (1) Annually as part of the budget development process, a review will occur to determine if a modification is required to the mandatory tuition and fees assessed to all students and to ~~the schedule of~~other miscellaneous fees.
  - (2) Any proposed modifications will be reviewed by the president's ~~cabinet~~executive leadership team, other administrative groups, as appropriate, and student government.

- (3) Any proposed changes to tuition and fees shall be developed within the parameters permitted by state law.
- (34) Proposed schedules of mandatory tuition and fees and miscellaneous fees will be presented to the finance and facilities committee of the board of trustees, which will recommend action to the full board of trustees.
- (5) In the event that state law, enacted subsequent to the board of trustees having taken action on tuition and fees, limits or prohibits the university's ability to modify tuition and fees, the university's tuition and fees will be set to the levels permitted by state law, notwithstanding any previous action taken by the board of trustees.

**3356-3-02     Development and assessment of student tuition and fees.**

Previous Policy Number:     3002.02  
Responsible Division/Office:   Finance and Business Operations  
Responsible Officer:     Vice President for Finance and  
   Business Operations  
Revision History:     June 1998; October 2009; June 2010; December  
   2015  
Board Committee:     Academic Quality and Student Success  
**Effective Date:**     **December 16, 2015**  
Next Review:     2020

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- (A) Policy statement. The board of trustees of Youngstown state university shall review and approve the schedules of mandatory student tuition and fees and miscellaneous fees. These schedules and the associated refund procedures will be printed in university bulletins and other official university documents.
- (B) Parameters.
- (1) The board of trustees reserves the right to change any fee, charge, or fine, as may be permitted by state law.
  - (2) For the purpose of assessing tuition and fee charges, residency is determined at the time of admission or readmission by the registrar and/or the associate vice president for enrollment management.
  - (3) Tuition and fees are assessed at the time of registration.
- (C) Procedures.
- (1) Annually as part of the budget development process, a review will occur to determine if a modification is required to the mandatory tuition and fees assessed to all students and to other miscellaneous fees.
  - (2) Any proposed modifications will be reviewed by the president's executive leadership team, other administrative groups, as

appropriate, and student government.

- (3) Any proposed changes to tuition and fees shall be developed within the parameters permitted by state law.
- (4) Proposed schedules of mandatory tuition and fees and miscellaneous fees will be presented to the finance and facilities committee of the board of trustees, which will recommend action to the full board of trustees.
- (5) In the event that state law, enacted subsequent to the board of trustees having taken action on tuition and fees, limits or prohibits the university's ability to modify tuition and fees, the university's tuition and fees will be set to the levels permitted by state law, notwithstanding any previous action taken by the board of trustees.



**RESOLUTION TO RESCIND CONTINUING EDUCATION UNIT POLICY,  
3356-10-11 (PREVIOUS POLICY NUMBER 1011.01)**

**WHEREAS**, the Institutional Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve rescinding Continuing Education Unit, Policy Number 3356-10-11 (previous Policy Number 1011.01) of the *University Guidebook*, shown as Exhibit C attached hereto.

**TO BE RESCINDED**

**3356-10-11 Continuing education unit.**

Previous Policy Number: 1011.01  
Responsible Division/Office: University Outreach  
Responsible Officer: Provost and VP for Academic Affairs  
Revision History: January 1999; December 2010  
Board Committee: Academic and Student Affairs  
**Effective Date: December 15, 2010**  
Next Review: 2015

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- (A) Policy statement. The continuing education unit (“CEU”) for non-credit courses, workshops, seminars, and conferences is coordinated through the Metro college in collaboration with the academic units.
- (B) Parameters.
- (1) Continuing education units offered by Metro and the academic units are offered in accordance with the professional requirements of each profession (attorneys, accountants, nursing, etc.) and standards required by the Ohio CEU board.
  - (2) CEUs may not be used to satisfy diploma or degree requirements of any kind.
  - (3) To assist academic units in providing CEUs, interdepartmental agreements may be developed between Metro college and academic departments regarding marketing their programs in the Metro course catalog and providing registration support.





**RESOLUTION TO MODIFY  
HONORARY DEGREES AND COMMENCEMENT SPEAKERS, 3356-10-05  
(PREVIOUS POLICY NUMBER 1005.01)**

**WHEREAS**, the Institutional Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of Honorary Degrees and Commencement Speakers, Policy Number 3356-10-05 (previous Policy Number 1005.01) of the *University Guidebook*, shown as Exhibit D attached hereto. A copy of the policy indicating changes to be made is also attached.

**3356-10-05 Honorary degrees and commencement speakers.**

Previous Policy Number: 1005.01  
Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: October 1997; July 2009; June 2011;  
June 2013;December 2015  
Board Committee: Academic Quality and Student Success  
**Effective Date:** ~~June 12, 2013~~December 16, 2015  
Next Review: 2018~~20~~

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- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, ~~or at~~ special convocations and other events.
- (B) Procedures for selecting and approving candidates ~~for selection of commencement speaker.~~
- (1) ~~(1)~~ Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice-president for academic affairs, subject to board of trustee's approval.
- (2) ~~(2)~~ Faculty, staff, board of trustee's members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
- (3) ~~(3)~~ Per the academic senate by-laws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

(4) The academic events committee will review the credentials of all the candidates recommended for commencement speaker and will submit a list of no less than fifteen and no more than twenty candidates for approval by the board of trustees during its regular June meeting-at its March meeting. The list may be amended and reapproved by the board at any time throughout the year.

(C) Selection of the commencement speaker.

(1) The academic events committee provost, in consultation with the president, shall make a recommendation for select a commencement speaker from the board approved list to the president who is authorized to approve.

(2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.

~~(C) Procedures for selection of honorary degree recipient.~~

(D) Selection of the honorary degree recipient.

(1) Only the board of trustees is authorized to approve the awarding of an honorary degree.

(2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.

~~(1) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.~~

~~(2) (1) Criteria for nomination of individuals to receive an honorary degree are determined by the provost/vice-president for academic affairs.~~

~~(3)~~

~~(4) (2) Faculty, staff, board of trustee's members and/or anyone associated with the university may submit nominations for honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice-president for academic affairs. When nominations are made directly to the provost, the provost will forward the nominations to the academic events committee if time permits.~~

~~(5)~~

~~(6) (3) Per the Academic Senate By Laws, Ththe academic events committee of the academic senate "shall be responsible for making~~

~~recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."~~

~~(7)~~

~~(8) (4) The academic events committee executive cabinet will review the credentials of all the candidates recommended for an honorary degree and will submit a list of no more than twenty candidates for approval by the academic quality and student success committee of the board of trustees at its March meeting. It is the expectation that candidates for honorary degrees for the next academic year will be selected from this list. The list may be amended and reapproved by the board at any time throughout the year.~~

~~(9)~~

~~(10)(3)(5) — The recommendation(s) of the academic events committee and the president shall be presented to the academic quality and student success committee and will then be forwarded to the board of trustees for action approval.~~

**3356-10-05 Honorary degrees and commencement speakers.**

Previous Policy Number: 1005.01  
Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: October 1997; July 2009; June 2011;  
June 2013; December 2015  
Board Committee: Academic Quality and Student Success  
**Effective Date: December 16, 2015**  
Next Review: 2020

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- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations and other events.
- (B) Procedures for selecting and approving candidates.
- (1) Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice-president for academic affairs, subject to board of trustee's approval.
  - (2) Faculty, staff, board of trustee's members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
  - (3) Per the academic senate by-laws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

- (4) The academic events committee will review the credentials of all the candidates recommended and will submit a list of no less than fifteen and no more than twenty candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.
- (C) Selection of the commencement speaker.
- (1) The provost, in consultation with the president, shall select a commencement speaker from the board approved list.
  - (2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.
- (D) Selection of the honorary degree recipient.
- (1) Only the board of trustees is authorized to approve the awarding of an honorary degree.
  - (2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.
  - (3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.



**RESOLUTION TO APPROVE  
MASTER OF ATHLETIC TRAINING (MAT) PROGRAM**

**WHEREAS**, a Master of Athletic Training (MAT) degree program offers a curriculum that focuses on developing higher-level knowledge, skills, and abilities needed by athletic trainers for long-term career success with characteristics that distinguish it from other health care graduate programs currently offered at YSU; and

**WHEREAS**, the proposed graduate program will take advantage of the collaborative relationships within the Human Performance and Exercise Department and other departments housed in the Bitonte College of Health and Human Services to provide students with an interprofessional education experience; and

**WHEREAS**, the proposed graduate program will prepare students to sit for the Board of Certification (BOC) Examination to practice athletic training; and

**WHEREAS**, the proposed degree program will create a career pathway in the athletic training setting for students seeking graduate coursework to learn a specialized skillset that prepares them to provide athletic training patient care; and

**WHEREAS**, Youngstown State University has faculty members with the requisite credentials to offer this degree; and

**WHEREAS**, the proposed degree program would meet an institutional need at Youngstown State University to increase graduate student enrollment; and

**WHEREAS**, the proposed Master of Athletic Training (MAT) program aligns with the initiatives of the Youngstown State University 2020 Strategic Plan, fitting with the vision to “strive to integrate curricular and co-curricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply perfect knowledge; to encourage creativity; and to provide effective tools, technologies, and facilities for learning”;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the offering of the Master of Athletic Training (MAT) degree subsequent to the approval of said degree by the Ohio Department of Higher Education.

**Final Proposal**

YOUNGSTOWN STATE UNIVERSITY  
BITONTE COLLEGE OF HEALTH AND HUMAN SERVICES

MASTER OF ATHLETIC TRAINING

**Submitted for CCGS Approval: September 8, 2015**

**Prepared and Submitted By the Program Development Advisory Committee:**

**Jennifer A. Pintar, PhD, MPH      Jessica Wallace, PhD, ATC      Martha Dettl, MS, AT**

**Agenda Item F.1.e  
Support Material**



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**1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.** The Bitonte College of Health and Human Services proposes a new master's degree program in Athletic Training to begin Fall 2016, culminating in an entry-level Master of Athletic Training (MAT).

Athletic trainers are health care professionals who work with physicians to provide preventative and emergency care, clinical diagnoses, therapeutic interventions and rehabilitation programs for injuries and medical conditions. Athletic trainers work with various populations including but not limited to: college, professional, secondary school, youth athletes, dancers, musicians, and military personnel.

Athletic trainers improve patient functional and physical outcomes; specialize in patient education to prevent injury/re-injury thereby reducing rehabilitative and other health care costs; and are capable of working in different settings: schools, physician clinics, hospitals and manufacturing plants. Athletic training is a growing profession as more people become aware of the purpose an athletic trainer serves in the community.

*YSU's Athletic Training Program will provide the educational tools so that graduates will be able to identify and diagnose athletic-related injuries and provide adequate, efficient and proper patient care with physician supervision. Having the ability to enroll AT students in the masters program with the multitude of other healthcare professionals in the Youngstown area will ensure an interprofessional education approach while in training and lead to sports medicine teams that are well blended and ready to practice together in all healthcare settings.*

**2. Description of the proposed curriculum.**

YSU will structure its Athletic Training (AT) program with two options to accommodate students with and without a Bachelor's degree. The first option is a 4+1 program where students receive both a Bachelor of Science in Exercise Science degree and a MAT degree from Youngstown State University in five years. In this scenario, students will spend the first six semesters completing undergraduate credits (90 credits) and the final two semesters accumulating 30 credits in the AT curriculum. Courses taken during the final undergraduate year will be swing courses that will allow students in this curricular track to earn graduate level credits. After these four years, the student will have accumulated 120 credits and will graduate with a Bachelor of Science in Exercise Science. Students will then apply to the Graduate School at YSU for acceptance into the final year of the MAT program. During the last year, students will complete the remaining requirements that include 30 additional credit hours in order to be awarded the MAT degree. See Appendix A for the proposed curriculum that aligns with current standards upheld by the accrediting body of the Commission on Accreditation of Athletic Training Education (CAATE).

For the second option, students that already have their undergraduate degree will apply directly to the Graduate School at YSU for acceptance into the MAT program. The student will be required to then take the 60 credit hours required for the accredited program. See Appendix B for the proposed curriculum.

All MAT courses, as well as the curriculum, were first presented to the University Curriculum Committees for approval October 2014. The curriculum reflects the domains, proficiencies, and skills needed for the supervised practice of athletic training.

Students will be expected to move through the program in a cohort fashion after entering the program during the Fall semester. During the Fall semester of their first year, students will take three foundational courses: 1) basic athletic training lab – taping and wrapping skills (MAT 6900), 2) evaluation and management of the lower extremity (MAT 6915), 3) psychosocial aspects of athletic related injuries (MAT 6905), and 4) a body system gross anatomy (BIOL 58\*\* + Lab). We are currently working with the Biology department to develop a gross anatomy course specific for athletic training students.

During the Spring semester of their first year, there will be three more foundational courses: 1) organization and administration of athletic training (MAT 6935), 2) evaluation and management of the upper extremity (MAT 6925), 3) therapeutic modalities (MAT 6920): the physical, physiological and therapeutic factors associated with therapeutic modalities.

During the second year of the program, other didactic courses include: a course of evidence-based practice/research (MAT 6950), two semesters of capstone projects (MAT 6985 & 6990) – original research working with an advisor, advanced seminar (MAT 6975) – preparation for certification exam, therapeutic exercise (MAT 6940) – learning rehabilitation protocols for athletic related injuries, general medical conditions (MAT 6945), pharmacology (MAT 6970), and advanced perspectives (MAT 6965) – exploring the identification and treatment of athletic injuries. CAATE standards to be completed throughout the program will be achieved in the listed coursework; and, in lieu of CAATE revising current standards, updated standards will be implemented as they become available.

During the clinical practicum portion of the curriculum, students will rotate through four required 15-week (~300 hours) experiences with the total clinical rotation accumulating to ~1,200 hours (MAT 6910, 6930, 6960, 6980).

Many clinical departments and subspecialties in the Youngstown, Ohio area, have indicated an interest in having students rotate in their programs.

*The overarching program outcome goals are for students to:*

1. Communicate in a clear and effective manner with people from various sociocultural backgrounds, both verbally and in writing;
2. Demonstrate critical thinking, professional decision making and/or psychomotor skills necessary for safer and competent practice;
3. Integrate evidence-based practice and scholarship in making and prioritizing professional decisions.

*The curriculum is focused on achieving the following student learning goals:*

1. Integrate foundational knowledge from anatomy and physiology to differentiate the treatment and prevention of injuries, and determine best route of care.

2. Determine, obtain, and interpret appropriate diagnostic tests and measures to make injury diagnoses;
3. Determine and implement appropriate patient management for injury and injury prevention across the age continuum in all clinical and athletic settings, using current scientific evidence and professional decision making;
4. Demonstrate effective skill in all written and verbal communications.

### **3. Administrative arrangements for the proposed program: department and school or college involved.**

The proposed degree program will be housed within the Department of Human Performance and Exercise Science in the Bitonte College of Health and Human Services. The program will be administered through cooperative efforts of both the Department of Human Performance and Exercise Science and the School of Graduate Studies and Research at Youngstown State University. The Bitonte College of Health and Human Services oversees several graduate programs including Masters degrees in Public Health, Nursing, and Criminal Justice, as well as a Doctoral degree in Physical Therapy. Each program is responsible for oversight of curriculum development and monitoring. Each student is assigned a faculty advisor from the program to monitor progress and deal with program specific concerns. Having the MAT degree program housed in the Bitonte College of Health and Human Services with other health care professions will allow for interprofessional education. All students within health professions programs have similar science backgrounds, however, each profession has a unique subset of skills. These differences will allow students from each health profession to learn from one another and will cultivate collaborative practice to provide the best patient care.

Student applicants for the 4+1 entry-level Master program will be admitted through the undergraduate admission process and then undergo a departmental structured admissions process at year 3 to determine if they meet the prerequisites to begin the first year of AT courses. This acceptance at the undergraduate level to the upper division courses will in no means indicate guaranteed acceptance into the final year of AT courses. If at year 3 in the Exercise Science degree, a student applies for, but is not accepted to the upper division AT courses, they will need to take courses outside the AT courses in order to complete their undergraduate degree. The final year of AT courses will be determined by acceptance by the School of Graduate Studies and Research at YSU. If the student does not get accepted, they will graduate with the Bachelor's degree in Exercise Science and not the MAT.

Students who already have an undergraduate degree but want to apply to the 2 year MAT graduate program will be expected to meet the minimum admission criteria of the Graduate School and program specific requirements including certain prerequisites (Appendix C) with a minimum 3.0 GPA. We expect the program to be highly competitive with enrolled students exceeding all minimum requirements.

Regardless of how students enter the MAT program, all students will be required to accumulate 50 hours of direct AT observation under the supervision of a BOC certified AT (Appendix D) before acceptance into the program.

**4. Evidence of need for the new degree program, including opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.**

The Bureau of Labor Statistics (BLS) predicts that as people become more aware of sport-related injuries, the demand for athletic trainers will increase, most significantly in colleges, universities, and youth leagues. The need for this increase is apparent in the following statistics:

1. Employment of athletic trainers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations.
  - a. The occupation has changed over the 2002-12 decade as athletic trainers have taken on more administrative responsibilities, have adapted to new technology, and worked with larger populations. The profession is expected to continue to change as more responsibilities are assigned to athletic trainers and athletic trainers project their future in health care.
2. Athletic trainers' increased licensure requirements and regulations have led to greater acceptance of their role as qualified healthcare providers.
3. In 2006, the National Electronic Injury Surveillance System (NEISS) reported over half a million injuries just for basketball. Another two million were associated with bicycling, football, and other sports. According to Ohio Athletic Trainers' Association, there is a shortage of therapy providers nationwide which results in longer wait times for access to care and more chronic illnesses/ailments as a result.
  - a. ATs provide a cost effective, viable solution to fill a shortage in our healthcare system.
  - b. ATs are a resource to provide consumers with the services they need to resume healthy, productive lives and reduce the risk of chronic injury and reoccurrence.
4. Demographic trends reflect that the population is living longer and remaining active in their later years:
  - a. Injuries related to athletic activities of middle-aged adults were the result of 488 million hours of restricted work in 2002. This is another example of the importance of AT's role in healthcare settings.

([https://www.oata.org/documents/resources/The\\_Role\\_of\\_the\\_Athletic\\_Trainer\\_A\\_A615E784DE7E1.pdf](https://www.oata.org/documents/resources/The_Role_of_the_Athletic_Trainer_A_A615E784DE7E1.pdf))

In order to work as an AT, students must graduate with a Bachelor or Master degree from an accredited athletic training education program. The accrediting body is the Commission on Accreditation of Athletic Training Education (CAATE). In addition, ATs must pass a comprehensive test administered by the Board of Certification (BOC). Ongoing continuing education is required to maintain this certification. Finally, ATs must register and obtain a license in the state of Ohio to work under the direction of a physician.

The CAATE has mandated that all current undergraduate athletic training education programs transition to a masters degree level. This decision was publicly announced in May 2015 and all current undergraduate athletic training programs will be required to be at the masters level by 2022. A masters degree program allows the learner to expand the depth and breadth of the applied, experiential, and propositional knowledge and skills of athletic trainers through didactic, clinical, and research experiences.

Both Professional and Post-Professional Programs exist at the Master degree level. **Professional Programs** (i.e., entry-level) lead to eligibility to sit for the Board of Certification (BOC) examination and to enter the profession of athletic training. This program is ideal for students who do not already have an undergraduate degree in AT or would prefer that their graduate degree be in something other than AT. **Post-Professional Degree Programs** lead to a post-baccalaureate degree for students that already have a Bachelor degree in Athletic Training and have passed the BOC exam. Currently, there are only three Master degree AT programs in Ohio that have received the Commission on Accreditation of Athletic Training (CAATE) accreditation: one Professional and two Post-Professional.

University of Findlay, Professional  
University of Toledo, Post Professional  
Ohio University, Post Professional

If approved, Youngstown State University will have the only accredited entry-level MAT program in Northeast Ohio/Eastern Ohio/Northwest Pennsylvania. The state of Ohio has 26 athletic training programs, however, an athletic training program at YSU would largely serve a regional need for the state of Ohio. Currently only one of the 26 athletic training programs offers a professional masters degree in athletic training. Moreover, of the 26 schools, there are no schools within the Northeast Ohio/Eastern Ohio region that offer an athletic training degree at the masters level. The remaining programs offer baccalaureate degree programs. All of these programs will no longer be able to enroll baccalaureate athletic training students after Fall 2022; YSU is at the forefront of the transition of all athletic training programs' shift to a masters degree level. This athletic training program directly serves a regional need and this program will meet needs of students in the region that are not met by other state institutions. There are no other state programs close enough to YSU that offer this athletic training program; therefore, not only does the MAT program at YSU meet a regional need, it also meets the needs of the state..

Nationally, there are over 30 schools that have an entry-level Master's program in AT. Of those 30, currently there is only 1 in Ohio. There are 16 post-professional programs nationally, and only 2 in Ohio. Youngstown State University would be one of the few schools in the nation with an entry-level Master degree and CAATE accreditation.

One concern that we have carefully examined is whether there are sufficient clinical sites to meet the clinical education component of the program. We have established strong support from Youngstown State University Athletics, Ohio Sports and Spine Institute, Drayer Physical Therapy Clinic in Boardman, Ohio, Action Physical Therapy in Hubbard, Ohio, University Orthopedics Associates, and multiple high schools in the area including Canfield local schools and Ursuline. Additionally, we have begun initiating conversations with the Midlothian Free Clinic, local urgent cares, and St. Elizabeth Health Center to set up affiliations for future clinical sites. All potential clinical sites that oversee athletic training students will have a licensed athletic trainer, or licensed health care practitioner. Moreover, students will be supervised and mentored according to CAATE standards at each clinical site. See Appendix E for letters of support. We expect that most rotations will take place in the sites that have indicated strong support. See Appendix F for potential number of students at each clinical site.

## **5. Prospective enrollment**

Youngstown State University will enroll approximately 18 students in its first class and aim for up to 22 students in subsequent classes as the number of clinical sites and faculty increase. We anticipate that during year 1 and 2 the majority of students enrolled will already have their Bachelor's degree in Exercise Science completed in anticipation of this program. These students would be applying to the 2-year Graduate program. We would then project that the numbers will shift as more students enroll in the YSU Exercise Science program specifically for the 4+1 MAT program. Our student enrollment expectation is higher than published rates provided on the CAATE website. Currently, the state graduation average is 9.2 students per year over the past three years. Contrary to this data, our proposed enrollment is ambitious; however, due to the regional need and concentrated interest in athletic training, we are anticipating higher numbers. Moreover, these proposed enrollment figures are supported by university administration.

The approval to add a masters level athletic training program would meet the institutional need to increase the overall number of graduate student enrollment and potentially increase undergraduate student retention. This program would be an opportunity for growth and expansion at the university and within the Northeast Ohio community.

## **6. Special efforts to enroll and retain underrepresented groups in the given discipline**

The AT program will help students from underrepresented groups become competitive applicants for AT programs and provide them with role models and mentors. The AT program will also provide resources for clinical educators to promote the AT profession. The faculty and students will work with programs such as SOAR, Crash Day, and Experience Y to recruit future students, including underrepresented populations.

## **7. Availability and adequacy of the faculty and facilities available for the new degree program**

CAATE requires 2 FTEs minimum: Program Director and Clinical Education Coordinator. The hiring of a Program Director (PhD) took place during Spring 2015 academic year. The Program Director began working at YSU during the Fall 2015 term, teaching Exercise Science courses and assisting with the self-study plan for accreditation. The program director has submitted the initial application with the CAATE to begin the accreditation self-study for the new program at YSU. The announcement and hiring of a Clinical Education Coordinator will occur during the 2015-16 academic year with the position starting in Fall 2016 with the first incoming class. The Clinical Education Coordinator will be responsible for setting up, and maintaining all clinical site affiliation agreements, preceptor education and training, and will oversee clinical education experiences. Both the Program Director and Clinical Education Coordinator will be required to be certified through the Board of Certification and either have licensure in the state of Ohio, or be eligible for licensure in the state of Ohio. The CAATE also requires a Medical Director to oversee the athletic training program. The Medical Director will be a physician (M.D. or D.O.) from the Youngstown area. The CAATE only requires that this Medical Director be involved in the program through program oversight. The Medical Director will serve as an advisor to the athletic training program and will be influential in helping put together resources for the athletic training program, helping with the general medical component of athletic training and teaching students skills related to medicine. Additionally, YSU currently employs multiple athletic trainers interested in part-time teaching opportunities that could serve as additional instructors

for the program. We have also requested two graduate assistantships to help support the program in teaching, research, and clinical capacities.

Faculty offices will be located with the Exercise Science faculty in room 307 of Beeghly Center. Requests to take room 104, 106 and 107 in Beeghly Center offline will be made during the Fall 2015 semester in preparation to use that space as a classroom/laboratory dedicated to the AT program. It is critical that athletic training students have adequate space and resources to meet the needs of a health care profession program. Equipment and resources such as therapeutic modalities, expendable and non-expendable supplies will be purchased or rented for classroom lab space. Additionally, both Ron Strollo, Director of Athletics, and John Doneyko, Head Athletic Trainer, have agreed to collaborate and share as much athletic space and equipment as possible with the AT program. This collective effort between the MAT department and Athletics is key to the success of the program. This partnership drastically reduces the costs of the program and the need to purchase expensive equipment. Likewise, Athletics has expressed the mutual benefits they will gain from having the program housed in Beeghly Center close to the current Sports Medicine and athlete locker rooms. Their need for athletic training students increases every year. This mutually beneficial collaboration will help athletics and the increasing costs of providing each team with the desperately needed assistance via student assistance. Use of current Athletic facilities include, but are not limited to Stambaugh and the Beeghly Center Sports Medicine Rooms and Stambaugh weight room.

In addition to the collaboration between athletics and the athletic training program, the athletic training program is expecting to collaborate with other health care profession programs within the college. Nursing and physical therapy have both expressed interest in collaborating with athletic training. This collaboration will allow for much interprofessional education between the health care professions. The athletic training program plans to work with the Nursing department to use resources such as the Sim Man, rectal model and other health care equipment.

Additionally, to fulfill a research component of a Masters level degree program through capstone projects, there will be adequate and available equipment and space for students to conduct independent and collaborative research projects. Research tools available to students are, but not limited to, concussion management tools, online ImPACT database, force plate, vibration plates, goniometers, AEI Metabolic analysis unit, a Mortara Stress electrocardiogram system, interfaced with two research-quality treadmills, a portable metabolic unit, a Lode electronically-braked cycle ergometer, a BIOPAC data acquisition system, electromyography equipment, five Monark cycle ergometers, a spirometer, hydrostatic weighing apparatus, a bioelectrical impedance analysis system, and skinfold calipers. With the support of the athletic training and exercise science, and other college faculty, students will be encouraged to form on-campus and/or inter-institutional research collaborations to strengthen research projects and outcomes. The research component to this master's level program will set the degree apart from current baccalaureate, professional athletic training programs. CAATE, the BOC, and the National Athletic Trainers' Association have established an evidence-based practice requirement, and instituting research into the CAATE curriculum standards will align with the professional practice of athletic training.

#### **8. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

See following page.



## Fiscal Statement for New Graduate Degree Programs

### Master of Athletic Training

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY17	FY18	FY19	FY20	FY21
<b>Projected Enrollment</b>					
New head-count Graduate full time* (fall/spring avg unduplicated)	12	28	24	19	24
New head-count Undergrad (fall/spring avg unduplicated)	5	10	15	20	20
Total full Time Equivalent (FTE) enrollment annualized	17.17	38.50	39.67	39.50	44.17
<b>Projected Program Income</b>					
Tuition (paid by student or sponsor)	178,500	411,100	413,500	403,600	474,000
Expected state subsidy	N/A	N/A	N/A	N/A	N/A
Externally funded stipends					
Other income (describe below) <sup>1</sup>	-	-	3,400	7,000	7,200
	5,600	12,700	13,300	13,600	15,600
<b>Total Projected Income</b>	<b>\$ 184,100</b>	<b>\$ 423,800</b>	<b>\$ 430,200</b>	<b>\$ 424,200</b>	<b>\$ 496,800</b>
<b>Program Expenses</b>					
<b>New Personnel</b>					
<b>New Faculty</b>					
Full 2 new faculty	\$ 159,600	\$ 162,800	\$ 166,000	\$ 169,400	\$ 172,800
Part Time 15.00 hours per year (yr 2 and beyond)	\$ -	\$ 15,300	\$ 15,300	\$ 15,300	\$ 15,300
Non-instruction (indicate role(s) in narrative section below)					
Full					
Part time					
New facilities/space renovation (if applicable, describe below)	4,000	24,000	4,000	4,000	24,000
Tuition Scholarship Support (if applicable, describe below)					
Graduate Assistant stipend <sup>2</sup>	15,000	15,000	15,000	15,000	15,000
University stipend support (if applicable, describe below) <sup>3</sup>	13,500	13,500	13,500	13,500	13,500
Additional library resources (if applicable, describe below)					
Additional technology or equipment (if applicable, describe below)	6,000	6,000	6,000	6,000	6,000
Other expenses (describe below) <sup>4</sup>	5,750	4,000	4,000	4,000	4,000
(e.g. waived tuition and fees, travel, office supplies, accreditation costs)					
<b>Total Projected Additional Expense</b>	<b>\$ 203,850</b>	<b>\$ 240,600</b>	<b>\$ 223,800</b>	<b>\$ 227,200</b>	<b>\$ 250,600</b>
<b>Net Program Income or Expense</b>	<b>\$ (19,750)</b>	<b>\$ 183,200</b>	<b>\$ 206,400</b>	<b>\$ 197,000</b>	<b>\$ 246,200</b>
<b>without SSI considered</b>					

**Assumptions:**

2.0% Tuition Increase Graduate

0% undergrad tuition year 1, 2% years 2-5

Undergrads 5 new per year; 10-12 from other YSU programs (MA only) and MA only direct 12 initial then 4 per year

Part time courses will be taught by PT faculty members each term

10% out of state students

Fringes included for employees

SSI is not calculated or considered in fiscal statement due to potential decreasing allocation.

FTE is total SCH/30 annualized

\*Fulltime is 9 or greater hours Graduate

<sup>1</sup>College Fees

<sup>1</sup> Non-resident fees

<sup>2</sup>GA includes stipend and tuition Remission

<sup>4</sup>Accreditation

Note: All required funding will be reallocated from current sources within HHS or Academic Affairs.  
and will be reviewed each fiscal year based on enrollment and strategic goals.

**APPENDIX A**  
**CURRICULUM ADVISING SHEET and ROTATION SCHEDULE**  
**FOR THE PROPOSED 4+1**  
**BSAS EXERCISE SCIENCE + MAT DEGREES**



**Bitonte College of Health and Human Services**  
**Program Requirements for: Exercise Science BSAS**

Date of Curriculum Sheet: Fall, 2015

<b>Student Name</b>		<b>Banner #</b>	
<b>Cell Phone #</b>		<b>E-Mail Address</b>	
<b>Street Address</b>		<b>City/State/Zip Code</b>	
<b>Birth Date</b>		<b>Date Entered YSU</b>	<b>Date Declared Major</b>

<b>Department</b>	Human Performance & Exercise Science 330-941-3654 (Department Office)	<b>Dept. Location</b>	307 Beeghly Center
<b>Prog. Coord.</b>	Dr. Sara Michaliszyn <a href="mailto:sbmichaliszyn@ysu.edu">sbmichaliszyn@ysu.edu</a>	<b>Dept. Web Address</b>	<a href="http://web.ysu.edu/bchhs/hpes">http://web.ysu.edu/bchhs/hpes</a>
<b>Phone #</b>	330-941-2116	<b>Effective Date of Program Requirements</b>	Fall, 2015

**Requirements for Graduation:** Request a Graduation Evaluation after you have completed 80-85 sh from the Dean/Advisor's Office, 2104 Cushwa Hall, 330-941-3321. Apply for graduation during the *first three weeks of the semester you plan to graduate.*

	GER model complete	N/A	Foreign Language through 2600 level (8 sh) <small>(May not be required for your major-check major/college requirements.)</small>	Minimum of 120 total sh for the degree
	Minimum 56 sh in major			Residency requirement (transfer students only)
N/A	Minimum 0 sh in minor		Minimum 48 sh of upper-division credit	Minimum of 2.00 GPA

**General Education Requirements (GER)**

Subject	Crs. #	Course Title	SH	Gr
ENGL	1550	Writing 1 (CRPT or ENGL 1539/1540)	3	
ENGL	1551	Writing 2 (ENGL 1550 or ACT ENGL 28+)	3	
CMST	1545	Communication Foundations <small>(eligibility for ENGL 1550)</small>	3	
MATH or MATH and MATH	1513 or 1510 and 1511	Algebraic and Transcendental Functions <small>(At least level 40 on Math Placement Test or MATH 1507 and 1508)</small> College Algebra <small>(MATH 1507 or Level 35 on Math Placement Test)</small> Trigonometry <small>(MATH 1507 or Level 35 on Math Placement Test)</small>	5 or 4 and 3	

A variety of MATH courses satisfies the MATH GE requirement. See your advisor for the correct one if not noted. [http://web.ysu.edu/gen/ysu/Skill\\_Courses\\_m2214.html](http://web.ysu.edu/gen/ysu/Skill_Courses_m2214.html)

**General Education Knowledge Domains**

Some courses are categorized in more than one knowledge domain. Courses can only be used once within the General Education model. Consult the GER website for approved courses: <http://web.ysu.edu/ger>  
 \*Some majors prescribe specific General Education courses.

**Natural Sciences (NS): 2 courses, one must include a lab (7 sh)**

*BIOL	1551/L	Anatomy & Physiology I (HS Biology, CHEM 1501 or equivalent, MATH 1501 or equivalent)	3 + 1
or	or	or	or
*BIOL	3705/L	Intro to Human Gross Anatomy <small>(BIOL 2601 &amp; BIOL 2602)</small>	4 + 0
*BIOL	1552/L	Anatomy & Physiology II <small>(BIOL 1551)</small>	4 + 0
or	or	or	or
*BIOL	3730/L	Human Physiology <small>(BIOL 2601 &amp; BIOL 2602)</small>	4 + 1

**Arts & Humanities (AH): 2 courses (6 sh)**


**Social Sciences (SS): 2 courses (6 sh)**

*PSYC	1560	General Psychology	3

**Social & Personal Awareness (SPA): 2 courses (6 sh)**

*FNUT	1551	Normal Nutrition	3

**General Education Elective: 1 course (3 sh)**

*CHEM	1515/L	General Chemistry 1 / Lab	4+0
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**All majors require a Capstone course to satisfy the GER.**  
 See requirements listed under the major.

**Foreign Language (8 sh)\***

(\*May not be required for your major - check major/college requirements and your advisor.)

**A foreign language is not required for the Exercise Science major.**

**Advisement:**

Freshman, athletes, and students on warning and probation are required to meet with an advisor before registration. It is recommended that all majors meet with a faculty advisor every semester.

**Remedial Coursework**

Students take the following coursework based on scores from their placement exams or ACT/SAT scores. Please see your advisor to determine which courses you are required to complete.  
 These courses do NOT count toward graduation hours.

Subject	Crs. #	Course Title	SH	Gr
RSS	1510A	Advanced College Success Skills	3	
RSS	1510B	Basic College Success Skills	3	
RSS	1510C	STEM Adv College Success Skills	3	
ENGL	1509/12	Aca Conv for Non-native Speakers	3	
ENGL	1512	Eng Conv for Non-native Speakers	1	
ENGL	1539	Fundamentals of College Writing	4	
ENGL	1540	Introduction to College Writing	3	
MATH	1500	Number Concepts & Beginning Algebra (no longer offered)	5	
MATH	1501 or (1502+1503)	Elementary Algebraic Models or (Beginning Algebra 1,2)	5	3+3
MATH	1504	Intermediate Algebra w/ Trig (no longer offered)	5	
MATH	1505	Intermediate Algebra with Applications	5	
MATH	1507	Intermediate Algebra	3	

The Undergraduate Bulletin is found at:

<http://www.ysu.edu/ebulletin/>

General Education courses can be found at:

[http://web.ysu.edu/gen/ysu/General\\_Education\\_Courses\\_m2208.html](http://web.ysu.edu/gen/ysu/General_Education_Courses_m2208.html)

## BSAS in Exercise Science

Required Hours for the Major & Support Courses	56
Required Hours for the Minor	N/A
Required Upper-Division Hours for the Degree	48
Total Hours Required for the Degree	120

Major and minor courses must earn a grade of C or better and cannot be taken as CR/NC. Courses cannot count towards both the major & minor.

Subj.	Crs. #	Course Title	SH	Gr
<b>Required Courses (56 sh):</b>				
HPES	1559	Aerobic Conditioning Activities	2	
HPES	1560	Resistance Training	1	
HPES	15__	Activity Elective	1	
HPES	1595	Introduction to HPES	2	
HPES	2605	Sports First Aid & Injury Prevention	3	
HPES	2625	Pedagogical Aspects of Exercise Science (HPES 1559 & 1595)	3	
HPES	3700	Exercise Testing & Prescription I (HPES 2625)	4	
HPES	3705	Statistics & Research Design in Exercise Science (HPES 1559 & HPES 1595 & MATH 1510 or at least level 30 on the Math placement test)	3	
HPES	3710	Physiology of Exercise (CHEM 1515 & BIOL 1552 or BIOL 3730)*	4	
HPES	3710L	Physiology of Exercise Laboratory (concurrent with HPES 3710)	1	
HPES	3720	Kinesiology & Applied Anatomy (PHYS 1501/L)	3	
HPES	3720L	Kinesiology & Applied Anatomy Laboratory (concurrent with HPES 3720)	1	
HPES	3730	Exercise Testing & Prescription II (HPES 3700 & 3710)	4	
HPES	3760	Strength Training & Conditioning (HPES 1560 & 3710)	3	
HPES	4805	Administration of Exercise Programs (HPES 3700)	4	
HPES	4810	Exercise Testing & Prescription III (HPES 3705* & 3730)	5	
HPES	4875	Exercise Counseling & Behavioral Strategies (PSYCH 1560 & HPES 3710*)	4	
HPES	4880	Internship (Capstone) (Satisfactory completion of all core HPES Exercise Science courses, with a grade of C or better. May be taken concurrently with HPES 4875) Permit required.	8	
* or consent of instructor				
<b>Total Semester Hours of the Major</b>			<b>56</b>	

**Required support courses for both tracks; these credit hours do not count as part of the major: 1 course (5 sh)**

PHYS	1501/L	Fundamentals I / Lab	4+1	
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**Required support courses for graduate track majors ONLY: In addition to the prescribed courses listed under General Education, the following 4 courses (16 sh) are also required.**

BIOL	2601/L	General Biology: Molecules & Cells (CHEM 1515 taken concurrently or previously)	4+0	
BIOL	2602/L	General Biology: Organisms & Ecology (BIOL 2601 and CHEM 1515)	4+0	
CHEM	1516/L	General Chemistry 2 (CHEM 1515; Concurrent: CHEM 1516L; CHEM 1516R if repeating 1516)	4+0	
PHYS	1502/L	Fundamentals 2 (PHYS 1501)	3+1	

**Electives: (A minor is not required for this major.) Additional courses are required. If not on the graduate track, 12-15 sh (depending on math and natural science GE courses taken) of courses must be taken with 0-4 sh (depending on natural science GE courses taken) at the upper-level. If on the graduate track, 0 sh of courses must be taken with at least 0 sh at the upper-level.**


### Important Notes:

- View the online *Undergraduate Bulletin* ([www.ysu.edu/ebulletin](http://www.ysu.edu/ebulletin)) for information including course descriptions and prerequisites, major and minor requirements, academic policies, etc.
- An accumulated GPA of 2.00 or above is required to graduate.
- All students must satisfy General Education requirements; some majors prescribe specific GE courses.
- A grade of "C" or better is required in all required major and minor courses. Courses taken as "CR/NC" will not count towards the major or minor. Courses taken out of sequence will not count toward graduation.
- Courses cannot count toward both the major and minor.
- Courses taken for the major and minor may be applied toward satisfying General Education requirements but credit hours toward graduation cannot be double counted.
- Eight semester hours of foreign language through the 2600 level are required of some majors; check your major requirements.
- Course numbers of 3700 and higher are considered upper-division courses.
- You must complete coursework totaling a minimum of 120 sh to graduate (at least 60 sh must be completed at the 2600 level or higher and 48 sh must be at the 3700 level or higher).
- The following courses do NOT count as hours toward graduation: MATH 1500, 1501, 1502, 1503, 1504, 1505 and 1507; ENGL 1509, 1512, 1539 and 1540; and RSS 1510A, 1510B and 1510C.
- The residency rule requires the last 30 sh of your degree and at least 16 sh in your major and 21 sh in upper-division courses to be completed at YSU.
- Eligibility to continue receiving federal financial aid is affected by your "satisfactory academic progress." Carefully review details on the Office of Financial Aid and Scholarship website: <http://cfweb.cc.ysu.edu/finaid/index.cfm> and [http://cfweb.cc.ysu.edu/finaid/sec\\_sap.cfm](http://cfweb.cc.ysu.edu/finaid/sec_sap.cfm)
- Meet with your advisor on a regular basis to ensure you are meeting requirements for graduation.

### Graduation Process

- **One Year Before Expected Graduation**
  - Request a Graduation Evaluation from the BCHHS Advising /Dean's Office, 2104 Cushwa Hall, 330-941-3321 after you have completed 80-85 sh.
- **Semester You Plan To Graduate**
  - Apply for graduation during the *first three weeks of the semester* you plan to graduate (you must have a graduation evaluation completed in advance).

This 4-year plan is an illustration of a potential sequence of courses that you may take, but you need to meet with an academic advisor to plan a specific course sequence that is most appropriate for your needs.



**Bitonte College of Health and Human Services**

Program Requirements for:

**Exercise Science BSAS**

**Suggested 4-Year Semester Plan**

Year 1 - Fall Semester					Year 1 - Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	1559	Aerobic Conditioning Activities	2		HPES	1560	Resistance Training	1	
MATH	1513	Algebraic and Transcendental Functions	5		HPES	1595	Introduction to HPES	2	
ENGL	1550	Writing 1	3		ENGL	1551	Writing 2	3	
BIOL	1551/L	Anatomy & Physiology I / Lab	4		A&H	VARIES	A&H Elective	3	
					BIOL	1552/L	Anatomy & Physiology II / Lab	4	
					COMST	1545	Communication Foundations	3	
<b>TOTAL</b>			<b>14</b>		<b>TOTAL</b>			<b>16</b>	

Year 2 - Fall Semester					Year 2 - Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	2625	Pedagogical Aspects of Exercise Science	3		HPES	15__	Activity Elective	1	
HPES	2605	Sports First Aid & Injury Prevention	3		HPES	3700	Exercise Testing & Prescription I	4	
CHEM	1515/L	General Chemistry 1 / Lab	4		HPES	3705	Statistics & Research Design in Exercise Science	3	
PSYCH	1560	General Psychology	3		FNUT	1551	Normal Nutrition	3	
Varies	Varies	Elective	3		PHYS	1501/L	Fundamentals I / Lab	4+1	
<b>TOTAL</b>			<b>16</b>		<b>TOTAL</b>			<b>16</b>	

Year 3 - Fall Semester					Year 3 - Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	3710/L	Physiology of Exercise	4+1		HPES	3730	Exercise Testing & Prescription II	4	
HPES	3720/L	Kinesiology & Applied Anatomy	3+1		HPES	3760	Strength Training & Conditioning	3	
HPES	4805	Administration of Exercise Programs	4		A&H	Varies	A&H Elective	3	
Varies	Varies	Elective above 3700 level	3		SS	Varies	SS Elective	3	
					SPA	Varies	SPA Elective	3	
<b>TOTAL</b>			<b>16</b>		<b>TOTAL</b>			<b>16</b>	

**Request a Graduation Evaluation after you have completed 80-85 sh from the BCHHS Advising /Dean's Office, 2104 Cushwa Hall, 330-941-3321.**

Year 4 - Fall Semester					Year 4 - Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	4810	Exercise Testing & Prescription III	5		HPES	4880	Internship	8	
Varies	Varies	Elective above 3700 level	3		HPES	4875	Exercise Counseling & Behavioral Strategies	4	
Varies	Varies	Elective	3						
Varies	Varies	Elective	3						
<b>TOTAL</b>			<b>14</b>		<b>TOTAL</b>			<b>12</b>	

(P) = Prerequisite

Date: Fall, 2015

Required Hours for the Major & Support Courses	56
Required Hours for the Minor	N/A
Required Upper-Division Hours for the Degree	48
Total Hours Required for the Degree	120



Bitonte College of Health and Human Services

Schedule of Offerings for Required Courses in Exercise Science BSAS

Date Prepared:				Odd Years				Even Years				No
Subject	Course #	Course Title	SH	Fall	Spr	Su1	Su2	Fall	Spr	Su1	Su2	Sch
HPES	1559	Aerobic Conditioning Activities	2	X	X	X		X	X	X		
HPES	1560	Resistance Training	1	X	X	X		X	X	X		
HPES	1595	Introduction to HPES	2	X	X	X		X	X	X		
HPES	2605	Sports First Aid & Injury Prevention	3	X	X			X	X			
HPES	2625	Pedagogical Aspects of Exercise Science	3	X	X	X		X	X	X		
HPES	3700	Exercise Testing & Prescription I	4	X	X	X		X	X	X		
HPES	3705	Statistics & Research Design in Exercise Science	3	X	X			X	X			
HPES	3710 / L	Physiology of Exercise / Lab	4+1	X	X			X	X			
HPES	3720 / L	Kinesiology & Applied Anatomy / Lab	3+1	X	X			X	X			
HPES	3730	Exercise Testing & Prescription II	4	X	X		X	X	X		X	
HPES	3760	Strength Training & Conditioning	3	X	X			X	X			
HPES	4805	Administration of Exercise Programs	4	X	X			X	X			
HPES	4810	Exercise Testing & Prescription III	5	X	X	X	X	X	X	X	X	
HPES	4875	Exercise Counseling & Behavioral Strategies	4	X	X	X		X	X	X		
HPES	4880	Internship	8	X	X	X	X	X	X	X	X	

UPON COMPLETION OF ALL COURSES LISTED ON PREVIOUS PAGES AND ACCEPTANCE BY THE HPES DEPARTMENT, STUDENTS CAN BEGIN TAKING COURSES LISTED BELOW

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE(S)	SEM	GR
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MAT 6900	Basic Athletic Training Laboratory	F	1	Admitted to the Program		
MAT 6905	Psychosocial Aspects of Athletic Injuries	F	2	Admitted to the Program		
MAT 6910	Clinical Practicum I	F	4	Admitted to the Program		
BIOL 58**	Gross Anatomy for Athletic Trainers	F	4	Admitted to the Program		
MAT 6915	Evaluation and Management of Lower Extremity Injuries	F	4	Admitted to the Program		

MAT 6920	Therapeutic Modalities	S	4	MAT 6900		
MAT 6925	Evaluation and Management of Upper Extremity Injuries	S	4	MAT 6915		
MAT 6930	Clinical Practicum II	S	4	MAT 6910		
MAT 6935	Athletic Training Organization and Administration	S	3	MAT 6900, MAT 6910		

The following classes can be taken only after all of the above classes have been successfully completed AND admission to the Graduate School has been secured.

MAT 6940	Therapeutic Exercise	F	4	MAT 6920, MAT 6925		
MAT 6945	General Medical Conditions	F	3	MAT 6925		
MAT 6950	Evidence-Based Practice/Research	F	3	MAT 6930		
MAT 6960	Clinical Practicum III	F	4	MAT 6930		
MAT 6985	Capstone Project I	F	2	MAT 6930, MAT 6935		

MAT 6965	Advanced Perspectives	S	2	MAT 6945		
MAT 6970	Pharmacology	S	3	MAT 6945, MAT 6950		
MAT 6975	Advanced Seminar	S	3	MAT 6935, MAT 6950		
MAT 6980	Clinical Practicum IV	S	4	MAT 6960		
MAT 6990	Capstone Project II	S	2	MAT 6950, MAT 6985		

## ROTATION SCHEDULE

ENGL 1550	3	ENGL 1551	3
BIOL 1551 + L	4	BIOL 1552 + L	4
MATH 1513	4	A&H domain	3
HPES 1595	2	HPES 2625	3
HPES 1559	<u>2</u>	HPES 2605	<u>3</u>
	<b>15</b>		<b>16</b>
CMST 1545	3	PSYC 1560	3
CHEM 1515 + L	4	HPES 3710 + L	5
SS domain	3	FNUT 1551	3
HPES 1560	1	HPES 3705	<u>3</u>
HPES 3700	<u>4</u>		
	<b>15</b>		<b>14</b>
HPES Activity elective	1	SPA domain	3
HPES 3760	3	HPES 3720	3
PHYS 1501 + L	4	HPES 3720L	1
A&H domain	3	HPES 4875	4
HPES 3730	<u>4</u>	HPES 4810	<u>5</u>
	<b>15</b>		<b>16</b>

### Undergraduate: Accepted to upper division AT courses: Professional Year 1:

MAT 6910	4	MAT 6920	4
MAT 6905	2	MAT 6930	4
MAT 6900	1	MAT 6935	3
BIOL 58**	4	MAT 6925	<u>4</u>
MAT 6915	<u>4</u>		<b>15</b>
	<b>15</b>		

\*\*Being developed with the Biology department for a AT specific Gross Anatomy course

### Accepted as Graduate Student in MAT program: Professional Year 2:

MAT 6940	4	MAT 6975	3
MAT 6945	3	MAT 6970	3
MAT 6950	3	MAT 6990	2
MAT 6985	2	MAT 6980	4
MAT 6960	<u>4</u>	MAT 6965	<u>2</u>
	<b>16</b>		<b>14</b>



**APPENDIX B**  
**CURRICULUM ADVISING SHEET FOR THE PROPOSED**  
**POSTBACCALAUREATE MAT DEGREE**

UPON COMPLETION OF ALL COURSES LISTED ON THE PREVIOUS PAGES AND ACCEPTANCE BY THE HPES DEPARTMENT & GRADUATE SCHOOL, STUDENTS CAN BEGIN TAKING COURSES LISTED BELOW

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE(S)	SEM	GR
MAT 6900	Basic Athletic Training Laboratory	F	1	Admitted to the Program		
MAT 6905	Psychosocial Aspects of Athletic Injuries	F	2	Admitted to the Program		
MAT 6910	Clinical Practicum I	F	4	Admitted to the Program		
BIOL 58**	Gross Anatomy for Athletic Trainers	F	4	Admitted to the Program		
MAT 6915	Evaluation and Management of Lower Extremity Injuries	F	4	Admitted to the Program		

MAT 6920	Therapeutic Modalities	S	4	MAT 6900		
MAT 6925	Evaluation and Management of Upper Extremity Injuries	S	4	MAT 6915		
MAT 6930	Clinical Practicum II	S	4	MAT 6910		
MAT 6935	Athletic Training Organization and Administration	S	3	MAT 6900, MAT 6910		

MAT 6940	Therapeutic Exercise	F	4	MAT 6920, MAT 6925		
MAT 6945	General Medical Conditions	F	3	MAT 6925		
MAT 6950	Evidence-Based Practice/Research	F	3	MAT 6930		
MAT 6960	Clinical Practicum III	F	4	MAT 6930		
MAT 6985	Capstone Project I	F	2	MAT 6930, MAT 6935		

MAT 6965	Advanced Perspectives	S	2	MAT 6945		
MAT 6970	Pharmacology	S	3	MAT 6945, MAT 6950		
MAT 6975	Advanced Seminar	S	3	MAT 6935, MAT 6950		
MAT 6980	Clinical Practicum IV	S	4	MAT 6960		
MAT 6990	Capstone Project II	S	2	MAT 6950, MAT 6985		

**APPENDIX C**  
**PROPOSED GRADUATE PREREQUISITES FOR THE MAT DEGREE**  
**TECHNICAL STANDARDS**

**Youngstown State University**  
**Bitonte College of Health and Human Services**  
**Department of Human Performance and Exercise Science**

## **Master of Athletic Training**

The Department of Human Performance and Exercise Science is a department in Youngstown State University's Bitonte College of Health and Human Services. The mission of the BCHHS is to transmit knowledge, develop critical thinking, and to serve society through holistic, integrative, and quality graduate degree programs. The potential of each student is realized through a combination of academic coursework and field/clinical experiences. The expectation is that students will achieve a high level of professional competence that enables students to address society's ever-changing demands for health care and human services.

### **PROGRAM OVERVIEW**

The Master of Athletic Training (MAT) program prepares students for entry-level athletic training practice across health care settings involving people of all ages. The program is two years with enrollment in four consecutive semesters either with one year at the undergraduate level and one year of graduate school (i.e., the 4+1 option) or both years at the graduate level (2 year Graduate School option). Regardless, the last four semesters include clinical rotations at various sites: YSU sports, sports medicine doctors' offices, hospitals, urgent care clinics, physical therapy clinics and area high schools.

### **ADMISSION & APPLICATION PROCEDURES**

Applicants must meet the following minimum requirements and submit requested materials to be considered for admission. The Application deadline for Fall 2016 is March 1, 2016.

1. Online Youngstown State University Graduate Application
2. Applicant Essay Questions. These answers should be typed and double-spaced. Your response to each question should not exceed one page, unless otherwise indicated.
  - a. Describe your understanding of the role of an athletic trainer in health care.
  - b. What are your short- and long-term goals (i.e., education, training, work setting, etc.)?
  - c. Discuss personal and professional influences that led you to want to become an athletic trainer and graduate student.
  - d. Why should you be admitted into the entry-level athletic training program at Youngstown State University? Please answer the question in relationship to academic work, athletic training or related experience, strengths and weaknesses, and any other helpful information (2-page maximum).
3. Official Academic Transcripts

- a. These should be from all colleges/universities (except Youngstown State University) and/or professional schools attended.
  - b. Transcripts should be sent directly from the institution to the Graduate School (MAT). Send current transcripts if you are currently taking classes. ALL applicants must submit a final transcript with Degree earned listed.
4. Prerequisite Courses & GPA. **ALL of the college courses listed below must be completed before the Athletic Training Program begins.** ALL courses must be completed before MAT program begins. NO courses can be taken while in the MAT program. Provide cumulative GPA.
- a. A minimum 3.0 cumulative GPA on a 4.0 scale is required in all coursework taken. Although a 3.0 GPA is the minimum, the average GPA is expected to be much higher.
5. Applicant Recommendation Forms (3 total)
  6. Resume
  7. 50 Clinical Observation Hours (by supervising athletic trainer). Must have signed form.
  8. Test of English as a Foreign Language (TOEFL) scores (550, 213, or 80 minimum). These are only required if your degree is from a school in a non-English speaking country.
  9. Technical Standards for AT program. All students must read and sign this document.
  10. \$25.00 Application fee. Submit a check or money order, payable to the “Athletic Training Educational Program.”

**Program Prerequisites: Must be completed prior to enrollment if entering through the Graduate only program:**

Human Anatomy and Physiology 1 & 2  
 Exercise Physiology + Lab  
 Kinesiology & Applied Anatomy + Lab  
 General Chemistry I + Lab  
 Fundamentals of Physics I + Lab  
 General Psychology  
 Statistics  
 Exercise Counseling & Behavioral Strategies

## **SCHEDULING PLAN**

The following plan demonstrates the course of study. Students will complete 44 credits of didactic coursework and 16 credits of clinical practicum experiences. These supervised clinical placements occur over two years with students enrolling for 15 credits per semester for Year 1: Fall and Spring, 16 credits for Year 2: Fall and 14 credits for Year 2: Spring; total program credits: 60. Each rotation is for 15 weeks; students will meet with faculty advisor/clinical education coordinator on a regular basis to ensure student is meeting competencies at clinical rotation.

Rotations will vary for each student; students' skills are expected to advance accordingly as they progress through the clinical practicum rotations. Required rotations will include but are not limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

<i>Year 1</i>		<i>Year 2</i>	
<b>FALL</b>		<b>FALL</b>	
MAT 6900 (1)	Basic Athletic Training Lab	MAT 6940 (4)	Therapeutic Exercise
MAT 6905 (2)	Psychosocial Aspects of Athletic Related Injuries	MAT 6945 (3)	General Medical Conditions
MAT 6910 (4)	Clinical Practicum I	MAT 6950 (3)	EBP/Research in AT
MAT 6915 (4)	Eval/Manage of Lower Extremity	MAT 6960 (4)	Clinical Practicum III
BIOL 58** + L (4)	Gross Anatomy + Lab	MAT 6985 (2)	Capstone Project I
Total (15)		Total Credits (16)	
<b>SPRING</b>		<b>SPRING</b>	
MAT 6920 (4)	Therapeutic Modalities	MAT 6965 (2)	Advanced Perspectives
MAT 6925 (4)	Eval/Manage of Upper Extremity	MAT 6970 (3)	Pharmacology
MAT 6930 (4)	Clinical Practicum II	MAT 6975 (3)	Advanced Seminar
MAT 6935 (3)	AT Organization and Administration	MAT 6980 (4)	Clinical Practicum IV
Total (15)		MAT 6990 (2)	Capstone Project II
		Total (14)	

**YOUNGSTOWN STATE UNIVERSITY  
MASTER OF ATHLETIC TRAINING  
TECHNICAL STANDARDS**

Youngstown State University is committed to providing reasonable accommodations for qualified individuals with disabilities in a fair and equitable manner, and in accordance with applicable federal and state law. All personnel who are responsible for the implementation of the university's mission are charged to support this policy. This policy applies to qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards of the educational program in which they are enrolled and the profession that they pursue.

The Americans with Disabilities Act prohibits discrimination in the workplace on the basis of disability. The Americans with Disabilities Act as Amended (ADAA), and Section 504 of the Rehabilitation Act of 1973, require Youngstown State University to provide appropriate educational accommodations to students with documented disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the university community, or fundamentally alter the nature of the University's employment or academic mission. The University will engage in an interactive process with the student to determine the individual's disability status and particularized accommodation needs.

In accordance with federal regulations established by the Americans with Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success. These standards apply specifically to those individuals who are entering and completing the professional phase of the Master of Athletic Training (MAT) program.

The entry-level Masters Athletic Training program is a rigorous and physically intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activities. The technical standards set forth by the Athletic Training program established the essential qualities and competencies considered necessary for students admitted to this program to achieve the knowledge and skills necessary for an entry – level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE).

Each candidate is required to demonstrate the physical, cognitive, behavioral, and social capacity to engage in all aspects of the professional Athletic Training program, including course work and clinical rotations, with or without reasonable accommodations. In the event that a student is unable to meet these technical standards with or without reasonable accommodation, the student will not be admitted into, be allowed to remain in or graduate from the Master of Athletic Training program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification.

**Criteria:** Candidates matriculating in and graduating from the Master of Athletic Training program must be able to meet the requirements of the program and must not pose a threat to the safety and well – being of their colleagues, students and their families, faculty, staff or themselves. Therefore, candidate must have the capacity to satisfactorily perform the essential functions listed in Sections I through V below. **By signing your name below, you are indicating that you have read and understood these standards.**

## I. PHYSICAL CAPACITY

With or without reasonable accommodation, a candidate must have sufficient stamina, sense of vision, hearing, and touch to:

1. Sustain sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques.
2. Use accurately, safely and efficiently equipment and materials during the assessment and treatment of patients.
3. Demonstrate affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
4. Acquire competency in the classroom setting through assimilating and integrating information from a variety of sources:
  - a. Oral presentations, printed materials, visual media, and live demonstrations
5. Demonstrate the ability to present information gathered through observations and research for academic and clinical coursework.
6. Demonstrate safe and effective manipulation of tools and handling patients during care:
  - a. Motor capacities include the physical strength and coordination to safely handle and move patients; perform medical procedures, or direct clients in various practice settings according to their needs of their discipline.

## II. INTELLECTUAL REASONING

With or without reasonable accommodation, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

1. Assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Show critical thinking skills in relation to athletic training curriculum.
3. Develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.
4. Measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts and data related to the art and science of health care.

## III. BEHAVIOR AND SOCIAL ABILITIES

With or without reasonable accommodation, a candidate must possess the behavioral and social abilities to:

1. Demonstrate the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
2. Demonstrate the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
3. Demonstrate the emotional stability and acceptable communication skills:



- a. Be capable of developing mature and effective interpersonal relationships with other students and health care workers.
- 4. Tolerate physically and emotionally taxing workloads and to function effectively under stress.
- 5. Exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias during the course of the student's clinical training:
  - a. Interact with individuals suffering from a severe injury without being judgmental or prejudiced.

#### IV. COMMUNICATION

With or without reasonable accommodation, a candidate must have sufficient verbal and written skills to:

1. Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds:
  - a. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively.
2. Communicate effectively with patients and colleagues during treatment sessions, educational trainings and while working with team members.
3. Understand and speak the English language at a level consistent with competent professional practice.
4. Record the physical examination results and a treatment plan clearly and accurately:
  - a. Elicit information, gather information and describe findings both verbally and in writing.

#### V. PROFESSIONAL RESPONSIBILITY

With or without reasonable accommodation, a candidate must:

1. Meet the challenges of any medical situation that requires readiness for immediate and appropriate response:
  - a. Requires training for emergencies (e.g., CPR, infection control).
2. Attend, and be able to travel independently to and from, classes and clinical site assignments successfully.
3. Possess the skills and stamina for performing required tasks and assignments.
4. Exhibit adherence to policies of the University, the program and clinical sites:
  - a. Ranges from professional dress and behavior, to attending the program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time.
5. Demonstrate knowledge of and commitment to the National Athletic Trainers' Association Code of Ethics and heavier that reflects a sense of right and wrong in the helping environment.
6. Take initiative to direct their own learning:
  - a. Work cooperatively and collaboratively with other students on assigned projects.
  - b. Participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

Candidates for selection to the Athletic Training program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

*If a student feels that s/he needs accommodations, then it is the student's responsibility to contact Youngstown State University's Center for Student Progress Disability Services at (330) 941-1372 to schedule an appointment. The student will need to provide required documentation of disability and follow office registration procedures. Accommodations are not retroactive. Each student's admission is evaluated according to the criteria of the above technical standards. If the stated condition is a qualified disability, the university will confer with the student, program director and appropriate medical professionals to identify possible reasonable accommodations and determine whether the student can meet the technical standards with or without reasonable accommodation. The accommodation shall not jeopardize clinician or patient safety, the educational process, or create undue hardship to the university, including all coursework and clinical experiences deemed essential to graduation.*

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**APPENDIX D**  
**CLINICAL OBSERVATION HOURS**

## Directed Observation Experience Clinical Hours Record

Youngstown State University

Direct observation experience must be done under the direct supervision of BOC Certified Athletic Trainer. The supervising AT must also have licensure in the state of Ohio or Pennsylvania.

Students are required to log **50 hours** prior to admission to the Athletic Training Graduate Program. These hours must be recorded and signed by your direct supervisor.

*Please type ALL of the following information...*

Name: \_\_\_\_\_ Site: \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Week	Type of Experience/Sports Involved	Hours	Supervisor Initials
1			
2			
3			
4			
5			
6			
7			
8			

*I certify that the record above is correct for the dates indicated*

*Total Hours \_\_\_\_\_ /50*

\_\_\_\_\_

Student's Signature

Date

*I certify that the hours recorded on this form have been done under my direct supervision.*

\_\_\_\_\_

Supervisor's Signature

Date

**APPENDIX E**

**LETTERS OF SUPPORT FOR THE PROPOSED MAT DEGREE**

September 10, 2014

Dr. Jennifer Pintar, Chair  
Youngstown State University  
Human Performance and Exercise Science  
One University Plaza  
Youngstown, OH 44555

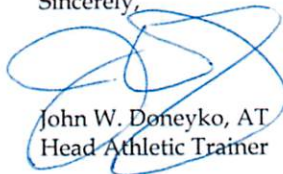
Dear Dr. Pintar:

The Youngstown State Department of Athletics is so pleased that you and your department have decided to pursue an educational curriculum in the field of Athletic Training. Thank you in advance for undertaking this challenging endeavor.

The field of Athletic Training is one that continues to expand. Student-athletes, parents, school administrators and the medical profession continue to recognize the need for individuals who are qualified healthcare providers for the physically active, especially in the secondary school setting. The need for Certified Athletic Trainers in the local area is overwhelming. Only a handful of secondary schools in the region employ an AT. The reason for this small number is not due to financial limitations but the lack of qualified ATs. Each year, I field at least 30 calls from school systems that are looking to hire a qualified individual to fill the position of Athletic Trainer.

When it is appropriate, I hope that you will consider the YSU Athletic Department as an affiliated site for the educational preparation of students in this curriculum. The Certified Athletic Training staff is eager and willing to assist in any way that we can to make the AT program a success. We all look forward to working with you in the near future and beyond. Please contact me at your convenience if you require our assistance.

Sincerely,



John W. Doneyko, AT  
Head Athletic Trainer



Ronald A. Strollo  
Executive Director of Athletics

# URSULINE

HIGH SCHOOL

750 WICK AVENUE  
YOUNGSTOWN, OHIO 44505-2892  
(330) 744-4563  
(330) 744-3358 FAX

Ron Strollo  
Athletic Director  
Youngstown State University

Mr. Strollo:

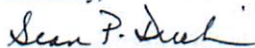
I am writing to you seeking your aid regarding a situation that affects not only Ursuline High School, but other schools in the Mahoning Valley and beyond. For the past six years, we have made every effort to acquire the services of athletic training professionals. More often than not, we have been unsuccessful. Although we are willing to pay for these services, the lack of supply of qualified individuals in Northeast Ohio has proven to be a roadblock. The athletic trainers in our area are already affiliated with different high schools, leaving us searching.

At the high school level, athletic trainers deal with minor injuries as they occur, provide some level of treatment, and provide concussion testing for our athletes. We have no one currently to provide these necessary services. Although our coaches are required to get some certification in these areas, they are not qualified to perform some of these tasks.

The purpose of my letter is to ask your university to consider offering a program for athletic trainers. There are many high schools in the Mahoning valley that would be lining up to hire your graduates. I have also spoken to the athletic directors at other schools in Northeast Ohio that are in the same position. The demand in this field is great, with very little supply to meet it.

Thank you for your time.

Sincerely,



Sean Durkin  
Athletic Director  
Ursuline High School



**OHIO**  
UNIVERSITY

**Division of  
Athletic Training**

Grover Center  
Ohio University  
Athens, OH 45701

September 15, 2014

**Faculty**

**Danielle McElhiney, MS, AT**  
Instructor  
Grover Center E333  
dm356310@ohio.edu

**Christina G. Orozco, MEd, AT**  
Assistant Clinical Professor  
Clinical Coordinator  
Grover Center E330  
740.593.1584  
orozco@ohio.edu

**Jeffrey A. Russell, PhD, AT**  
Assistant Professor  
Director, Science and Health in  
Artistic Performance  
Grover Center E335  
740.593.4648  
jeff.russell@ohio.edu

**Kayla Shinow, PhD, AT**  
Instructor  
Professional Program Director  
Grover Center E331  
740.593.9497  
shinow@ohio.edu

**Chad Starkey, PhD, AT, FNATA**  
Professor  
Division Coordinator  
Post-Professional Program  
Director  
Grover Center E332  
740.593.1217  
starkeyc@ohio.edu

**Doctoral Student**

**Esther Chou, MEd, AT, CSCS**  
Doctoral Student  
Research Assistant  
Grover Center W121  
ec681113@ohio.edu

**Jennifer Pintar, PhD, MPH**  
Bitonte College Of Health And Human Services  
Youngstown State University  
Youngstown, Ohio

**Re: Entry Level Master of Athletic Training**

Dear Dr. Pintar:

I was pleased to learn recently that you and your colleagues are proposing a new entry level Master of Athletic Training curriculum at Youngstown State. I wholeheartedly endorse this move, and believe that it will serve an important role in the education of athletic trainers for Ohio. I predict it also will draw students from other parts of the country.

I have a specific reason for supporting your efforts to develop this offering. As an athletic trainer who works in performing arts medicine, I know how important it is to establish a body of practitioners to meet the increasing healthcare needs of performers. Athletic trainers are especially suited for this work. Many artists wish to enter healthcare once they have positive experiences with athletic trainers who serve them; however, without an undergraduate degree in athletic training their options to do this are very limited. An entry level Master's program is ideal for this type of student. Even without a performing arts medicine program at a given university, this degree program can be successful at equipping a new cadre of providers.

Parentetically, I serve on the planning committee for performing arts medicine of the National Athletic Trainers' Association, and am the NATA's liaison to the Performing Arts Medicine Association. In these roles I work with my colleagues to create new job opportunities for athletic trainers in performing arts. Your proposed program would have an important opportunity to augment this work if you advertised for and accepted students from arts backgrounds who obtained their athletic training prerequisites.



---

Truly my suggestion for expanding the number of athletic trainers skilled to care for artists is only a portion of the benefits you likely will enjoy in establishing your program. I primarily wanted to speak to this issue because I feel it is not adequately considered across the country. Indeed two of my former students, both dancers, followed this path to athletic training (one now graduated and one currently studying) at a university in California, so I know the veracity of the approach.

I wish you and your faculty every success in this venture. If I can speak to the issue further, please feel free to contact me.

Yours sincerely,



Jeffrey A. Russell, PhD, AT  
Assistant Professor, Athletic Training  
Director, Science and Health in Artistic Performance (SHAPE)

**APPENDIX F**  
**PROPOSED NUMBER OF STUDENTS AT CLINICAL SITES**

<b>CLINICAL SITE</b>	<b># OF STUDENTS</b>
<b>YSU ATHLETICS</b> <i>John Doneyko (FB)</i> <i>Jennifer Lesko (FB/XC/TF)</i> <i>Todd Burkey (MBB)</i> <i>Jeff Wills (WBB)</i> <i>Sarah Sydor (SOC/BSB)</i> <i>Martha Dettl (VB/SB)</i>	 3 3 3 3 3 3
<b>DRAYER PHYSICAL THERAPY</b> <i>Struthers High School</i> <i>Girard High School</i>	 2 2
<b>ACTION PHYSICAL THERAPY</b> <i>Hubbard High School</i> <i>Cortland High School</i>	 2 2
<b>YSU TEAM PHYSICIANS</b> <i>Dr. Raymond Duffett</i> <i>Dr. John Stefancin</i> <i>Dr. James Shina</i>	 1 1 1
<b>OHIO SPORTS AND SPINE CLINIC</b> <i>Clinic</i>	 2
<b>CANFIELD LOCAL SCHOOLS</b>	TBD
<b>ST. ELIZABETH'S CENTER</b>	TBD
<b>TOTAL # OF PROJECTED STUDENTS</b>	~ 31



**6900. *Basic Athletic Training Laboratory.*** This laboratory course is an introduction to psychomotor skills associated with sports and fitness injury recognition, evaluation and management. The course emphasizes the development of competency in essential entry-level athletic training skills. Topics include injury and illness assessment skills, injury prevention techniques, and prophylactic bracing, taping and support techniques. Prereq: Admitted to the program.

**6905. *Psychosocial Aspects of Athletic Injuries.*** This course examines issues related to the psychological impact and sociological factors related to exercise, injury, and illness, inactivity and rehabilitation following sports injury. Particular emphasis is placed on developing strategies for identifying problems, intervening, and making referrals for commonly encountered injuries and illnesses. Prereq: Admitted to the program

**6910. *Clinical Practicum I.*** Introduction to basic clinical experience working in a CAATE approved setting. Prereq. Admission to the program.

**6915. *Evaluation and Management of Lower Extremity.*** The primary focus is to present a systematic process for accurately evaluating lower extremity musculoskeletal injuries and illnesses commonly seen in the physically active population. This course focuses on the athletic training competencies and proficiencies associated with lower extremity injury assessment and evaluation, risk management and injury prevention, and the acute care of injuries and illnesses. Prereq: Admission to the program.

**6920. *Therapeutic Modalities.*** This course focuses on the use of therapeutic modalities in the treatment and rehabilitation of the injured athlete. The course will present the physiological and mechanical modalities. Students will investigate the current literature on the safe and effective application of various modalities and their appropriate integration into a well-designed rehabilitation program.

This course is designed as a writing intensive course. Students will be graded on their ability to locate and critically analyze relevant research on various course topics, and present their findings in detailed laboratory reports. Prereqs: MAT 6900.

**6925. *Evaluation and Management of Upper Extremity Injuries.*** This course is designed to continue with the development of the injury evaluation process, injury mechanisms associated with common sports injuries, and increased recognition of pathologies associated with a physically active population. Instruction and experience are directed toward the athletic training competencies and proficiencies associated with the upper extremity, hand, and neck recognition, assessment, and evaluation, risk management and injury prevention and implications for acute care. Prereqs: MAT 6915.

**6930. *Clinical Practicum II.*** Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills,

and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereqs: MAT 6910.

**6935. *Athletic Training Organization and Administration.*** This course is a requirement for students in athletic training. It deals primarily with the administrative competencies necessary to accomplish the successful day-to-day operation of an athletic training program and facility. MAT 6900, 6910.

**6940. *Therapeutic Exercise.*** A study of the indications, contraindications, physiological effects, special programs, and resistance methods that are used in the prevention and rehabilitation of athletic injuries. The focus of this course is to develop the cognitive competencies necessary for the safe, effective, and evidenced-based application of therapeutic rehabilitation techniques in a physically active patient population. MAT 6920, 6925.

**6945. *General Medical Conditions.*** Many conditions that beset athletes, performers, and other patients and not musculoskeletal in nature. The athletic trainer must be cognizant of these – and well versed in their diagnosis and management – in order to be fully equipped to administer proper and comprehensive healthcare. Prereqs: MAT 6925.

**6950. *Evidence – Based Practice/Research.*** This course will introduce the research process in athletic training. Coursework will address the conception and methodological procedures of designing and pursuing research. The importance of pursuing quality research will be stressed and the procedures necessary to complete this process will be presented. Students will develop skills and a knowledge base that will aid them while conducting and critically reviewing research in athletic training. Prereqs: MAT 6930.

**6960. *Clinical Practicum III.*** Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereq: MAT 6930.

**6965. *Advanced Perspectives.*** This is a capstone educational experience focusing on current topics in the Athletic Training Profession and career development issues. Prereq: MAT 6945.

**6970. *Pharmacology.*** This course serves as an introduction to pharmacology for students pursuing careers in Athletic Training. The molecular world of pharmaceutical processes and cellular biochemical determinants of therapeutic interventions will be explored. An understanding of the fundamental principles of therapies for various conditions will be discussed. Constraints placed on athletes in the performance

environment, and correct protocols with medication management for athletes will be discussed. Prereqs: MAT 6945, 6950. 3SH

**6975. *Advanced Seminar.*** This course is designed to explore the identification and treatment of athletic injuries. The information and skills are intended for those students with a relatively high level of sophistication in sports medicine. This course is a writing intensive and research orientated upper division course. Prereqs: MAT 6935, 6950.

**6980. *Clinical Practicum IV.*** Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal leaning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Athletic training students are required to be involved in clinical education and field experiences in order to gain entry-level proficiencies in the profession. Prereq: MAT 6960.

**6985. *Capstone Project I.*** This course will develop skills and a knowledge base that will aid the student while conducting and critically reviewing research in athletic training. Coursework will address the design of research in athletic training. The importance of pursuing quality research in athletic training will be stressed and the procedures necessary to complete this process will be presented. Prereqs: MAT 6930, 6935.

**6990. *Capstone Project II.*** This course will develop skills and a knowledge base that will aid the student while conducting and critically reviewing research in athletic training. Coursework will focus on developing the skills needed to critically synthesize material with accepted practice, and prepare professional presentations using acquired data and an appropriate statistical analysis. The importance of pursuing quality research in athletic training will be stressed and the procedures necessary to complete this process will be presented. Prereqs: MAT 6950, 6985.

## **APPENDIX H**

### **Needs Assessment Results**



Please help us plan for future programs in the Human Performance & Exercise Science Department at YSU. Please take a minute and answer the following questions anonymously.

1. The HPES Department is considering starting a Master of Athletic Training program Fall 2016. Would you be interested in hearing more about this program?
  - a. Yes **129 out of 148 students (87.2%)**
  - b. No **19 out of 148 students (12.8%)**
  
2. For those who are interested, how likely are you to apply for admission to the Master of Athletic Training program?
  - a. Absolutely (100% sure) **21 out of 150 students (16.2%)**
  - b. More than likely **48 out of 150 students (36.9%)**
  - c. Maybe **41 out of 150 students (31.5%)**
  - d. Depends - only if I don't get accepted to a different graduate program **20 out of 150 students (15.4%)**
  - e. Not interested **20 out of 150 students (13.3%)**
  
3. Do you know of any students that would come to YSU because we offered a Master of Athletic Training program?
  - a. Yes **104 out of 151 students (68.9%)**
  - b. No **47 out of 151 students (31.1%)**

**APPENDIX I**  
**COMMENTS FROM INITIAL PROPOSAL TO CCGS**

The following below are comments from CCGS concerning the initial proposal. The comments and feedback below were already addressed and corrected in the final proposal.

**From Bowling Green State University:**

1. **Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;**

There are currently 25 Bachelors programs in Ohio and 2 or 3 Masters (professional/post professional). The graduate courses we see being proposed in the YSU proposal are identical to our current undergraduate courses.

2. **Opportunities for collaboration with the CCGS member's own institution;**

Unknown. Because they are 3 hours away from BGSU – probably unlikely for collaboration.

3. **Concerns with substantive elements of the proposed degree program; and**

They currently do not have an undergraduate program and are therefore completely starting from the ground up. Furthermore, CAATE is still revising its accreditation standards, and therefore it might be that in the near future, YSU will be creating curriculum modifications in order to obtain CAATE accreditation.

4. **Suggestions that might help the submitting institution strengthen the proposal or refine its focus.**

With CAATE revising its standards, they may not be able to achieve accreditation until the standards are finalized.

**From The Ohio State University:**

1. Context: There are 368 accredited professional (entry-level) AT programs nationally and they average 10 students per cohort. Ohio currently has 26 accredited AT programs (25 undergraduate + 1 masters). 1 of them (Urbana) is completing voluntary withdrawal of accreditation and there is another university (Muskingum) working through the accreditation process, so the net will be 26 programs (Youngstown would be the 27<sup>th</sup>). That is the most of any state. Of the 14 Public Universities in the university system of Ohio, currently only 4 (Central State, Cleveland State, NEOMU, and Youngstown State) do not have accredited AT programs.
  - a. Regionally, there closest other programs would be Kent State and Akron.
2. They propose an entry-level (i.e. professional) masters program. There are currently around 30 such programs nationally, but all of the existing bachelors programs must convert masters programs by 2022 or cease to be accredited. YSU is proposing the correct degree level here.
  - a. Degree: They propose a MAT degree. The accreditations standards are going to require that entry-level (professional) degree programs in Athletic Training be at the masters level starting in 2022. The standards DO NOT delineate a specific degree, so there is no problem with them using an "MAT" aside from potential confusion with Master of Arts in Teaching degrees. (We plan to propose an MSAT shortly)

- b. There will likely be a future standard requiring programs to be housed in health care related colleges/schools. They are already proposing this so they seems to be in the right unit.
- c. The current requirement for clinical education in the professional phase of an AT program is 2 or more years. Their proposed structure would meet this. I think they can support their clinical placement needs.
3. I think that completing their proposed 30 graduate credits in 12 months is a little ambitious.
4. Need in Ohio:
- a. their justification for need is based largely on national data and they have not accurately addressed existing capacity in the state where there are a lot of programs (26). They correctly point out that there is only 1 professional master's program in Ohio and 14 (actually it's now 16) nationally, but that is a misleading argument because EVERY professional program in the state (and nation) will be converting to offering a master's degree or they will close. Programs will no longer be able to enroll students into baccalaureate only AT programs after fall 2022. That means that roughly 235 programs nationally (25 in Ohio) will be moving to the master's degree in the next 7 years.
- b. Their projected enrollment is very ambitious. I don't know that they've established that they have a sufficient market from which to draw students to justify the creation of a new program. To their benefit, there are no other nearby programs in the immediate area. Kent State is geographically the closest program at 42 miles away. However, most programs in the state are rather small. Ohio State is the largest program in the state averaging 18 graduates per year over the past 3 years. We just expanded our program to 30 slots and have been able to fill our class, but I don't know that they will have the same draw that we have. The state average is 9.2 graduates per year over the past 3 years. Their closest program (Kent State) averages 10.3 graduates per year.
5. Faculty: there is a robust market for faculty and many programs are having difficulty in finding PhD level faculty. They are large enough that I think they will be able to attract someone, but it may be a difficult search. They will have to be competitive in salary to attract someone in the small pool available.
6. Facilities: sharing space and equipment with the Athletic Training service unit in athletics will not be adequate for the creation of a new program. They will have to show that they have appropriate space and equipment AND that it is equitable with other healthcare related programs on campus. Sharing space and equipment with a patient care facility will not meet this requirement. The accreditation standards technically allow for sharing, but all patient care activity must be completely shut down during education use of the shared facilities. This is impractical and in reality they will need a teaching lab (their own or shared) and equipment.
7. Revenue: based on a very ambitious enrollment projection. I would expect enrollment to be about half of what they project based on other established programs statewide.
8. Curricular Content: the accreditor has already announced that it expects to increase the requirements in supporting science courses. They do not require Biology or Physics, both of which are likely to become required in the standards within 1-2 years.

9. Picky things they don't say correctly that show that they are new-comers to the Athletic Training Education game
  - a. They incorrectly site the accreditation standards on pg. 2 in item 2. The NATA does not have standards. The standards are from the CAATE and not NATA standards upheld by the CAATE. We would cite them on this in an accreditation self-study.
  - b. They incorrectly say their program reflects the things necessary for the "supervised practice of medicine as athletic trainers" (p.2, last sentence). AT's don't practice medicine... we practice Athletic Training and are licensed to do so. Practicing medicine as an AT is a violation of our practice act and the medical practice act.
  - c. They are naïve if they think they will get a physician to teach a 3 credit course to AT students. Most medical directors serve in an advisory role and help mentor students clinically... they don't usually teach a full course.

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### APPENDIX J

## APPENDIX J

### Faculty Vitae

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**ATHLETIC TRAINING EXPERIENCES**

**Youngstown State University, Youngstown, Ohio: 2013-Present.**

- Women's Volleyball and Softball, Primary Athletic Trainer
- YSU Football, Track & Field, Tennis event coverage
- Entry-Level Master's Athletic Training Program Development Plan Committee

**Southern Ohio Copperheads Baseball, Athens, Ohio: 2012.**

- Summer League College Baseball, Primary Athletic Trainer

**Ohio University, Athens, Ohio: 2011-2013.**

- Ohio University Softball, Graduate Assistant Athletic Trainer: Fall 2011-Spring 2013
- Volleyball, Men's Basketball, Women's Basketball, Baseball, Swimming & Diving, Cheerleading event coverage

**ATHLETIC TRAINING STUDENT EXPERIENCES:**

- East Stroudsburg University Swimming & Baseball: Fall 2010 & Spring 2010
- East Stroudsburg High School South: Fall 2009; Football, Boys' Soccer, Field Hockey, Volleyball, Cross Country, Girls' Tennis, Swimming, Boys'/Girls' Basketball, Wrestling
- Moravian College: Spring 2009; DIII Men's/Women's Basketball, Indoor/Outdoor Track/Field, Men's/Women's Lacrosse, Men's/Women's Tennis
- East Stroudsburg High School North: Fall 2008; Football, Volleyball, Soccer, Field Hockey, Wrestling, Boys'/Girls' Basketball

**EDUCATION**

**University of North Carolina-Greensboro: 2015-Present.**

Doctorate of Education, Kinesiology Online

**Ohio University, Athens, Ohio: 2011-2013.**

Master of Science, NATA-Accredited Post-Professional Athletic Training Program

**East Stroudsburg University, East Stroudsburg, Pennsylvania: 2007-2011.**

Bachelor of Science, CAATE-Certified Athletic Training Education Program; Graduated: Magna Cum Laude

## CERTIFICATIONS/PROFESSIONAL MEMBERSHIPS

- Certified Athletic Trainer-Board of Certification, Inc. # 2000007034
- Licensed Athletic Trainer-Ohio OTPTAT Board # AT.003643
- National Athletic Trainers' Association Membership # 1027968 (January 2009-Present)
- Ohio Athletic Trainers' Association Membership # 420055 (March 2012-Present)
- American Red Cross CPR/AED for Professional Rescuers & Health Care Providers

## TEACHING EXPERIENCES

**Youngstown State University, Sports First Aid & Injury Prevention (HPES), Youngstown, OH: Fall 2014-Present.**

**Ohio University, Injury Prevention & Risk Management (COED), Athens, OH: Fall 2012.** Guest lecturer on "Eating Disorders in Collegiate Athletes" for Coaching Education graduate course.

**Ohio University, Physical Examination of the Head & Spine (AT), Athens OH: Spring 2012.** Teaching assistant to Athletic Training undergraduate course. Presented "Meninges & Hematomas" and spineboarding techniques.

## RESEARCH PRESENTATIONS/PROJECTS

**National Athletic Trainers' Association 65th Annual Meeting & Clinical Symposia, Indianapolis, IN: June 2014.** Abstract: Do College Athletes Differ from College Nonathletes in Sleep Quality? *Poster Presentation.*

**National Athletic Trainers' Association 64th Annual Meeting & Clinical Symposia, Las Vegas, NV: June 2013.** Abstract: Sleep Quantity, Sleep Quality and Daytime Sleepiness Assessment in Collegiate Athletes. *Oral Presentation.*

**Thesis: 2011-2013.** Dettl MG, Ragan BG. Do College Athletes Differ from College Nonathletes in Sleep Quality? Ohio University (Research Advisor: Dr. Brian Ragan).

**Research Manuscript: Co-Investigator; 2012-2013.** Divers CK, Dettl MG, McInturf DL, Homady AC, Baker ND, Ragan BG. Psychometric Evaluation of the Balance Error Scoring System. Ohio University (Research Advisor: Dr. Brian Ragan).

**Ohio University Student Expo, Athens, OH: Spring 2013.** Abstract: Sleep Quantity, Sleep Quality and Daytime Sleepiness Assessment in Collegiate Athletes. *Poster Presentation.*

**Ohio University Student Expo, Athens, OH: Spring 2012.** Abstract: Phase 1: Validation of PROMIS Sleep-Related Impairment and Sleep Disturbance Instruments in Collegiate Athletic Population. *Poster Presentation.*

**Ohio Athletic Trainers' Association Annual Meeting & Symposium, Akron, OH: Spring 2012.** Abstract: Phase 1: Validation of PROMIS Sleep-Related Impairment and Sleep Disturbance Instruments in Collegiate Athletic Population. *Poster Presentation.*



**Graduate Provost Research, East Stroudsburg University: Spring 2010-Spring 2011.** Dynamic Loading on Irish Step Dancers: A Biomechanical Analysis.

### **RELATED EXPERIENCE**

**Medical Chairman/First Aider, Special Olympics, East Stroudsburg University, East Stroudsburg, PA: Fall 2010; Fall 2009; Volunteer, Fall 2008, 2007.** Coordinated necessary medical service; Monitored venue on an ongoing basis.

**First Aider/Camp Management Team, National Cheerleaders Association: Summer 2010.** Supervised registration of required waiver forms; performed first aid and spineboarding in emergencies during cheerleading stunting class.

**Athletic Training Student/First Aider, Gettysburg College, Gettysburg, PA: Summer 2010, 2009, 2008.** Assisted head athletic trainer with summer sports camps.

**Capitol Hill Day, Washington, D.C.: February 2010.** Assisted certified athletic trainers from Alabama to lobby for Athletic Trainers' Equal Access to Medicare Act (HR 1137).

**Athletic Training Student, New Jersey Wildcats Women's Soccer, West Windsor, NJ: Summer 2009.** Assisted head athletic trainer with semi-professional women's soccer team.

### **AWARDS/HONORS**

- Ohio University Student Expo, 2<sup>nd</sup> Place: Spring 2012
- National Athletic Trainers' Association Student Quiz Bowl, 3<sup>rd</sup> Place: Summer 2011
- ESU Graduate Provost Research Graduate Assistant Award-Office of the Provost: Winter 2011
- Eastern Athletic Trainers' Association Student Quiz Bowl, 3<sup>rd</sup> Place: Winter 2011
- Joseph Abraham District II Eastern Athletic Trainers' Association Scholarship Award: Fall 2010
- NCA Top-Rookie Camp Management Team Award: Summer 2010
- Dean's List: Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011
- Athletic Director's Honor Roll: Fall 2007, Fall 2008
- Pennsylvania State Athletic Conference Scholar Athlete Award: Fall 2007, Fall 2008

### **CLUBS/ ORGANIZATIONS**

- ESU Alpha Epsilon Chapter of Iota Tau Alpha, Athletic Training Honorary Fraternity, 2008-2011; President, 2009-2011
- The National Society of Leadership and Success: 2007-2011
- East Stroudsburg University Women's Volleyball Team: 2007-2009

# Jessica S. Wallace, PhD, ATC, LAT

428 Indianola Road  
Boardman, Ohio 44512  
(239) 280-7431  
Jwallace02@ysu.edu

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## EDUCATION:

- **Michigan State University**  
Doctor of Philosophy  
Kinesiology, Concentration in Athletic Training  
Dissertation: "Exploring Differences in Knowledge of Concussion and Reporting Behaviors Among High School Student Athletes"  
August 2011-May 2015
- **University of Central Florida**  
Master of Arts in Education  
Physical Education with focus in Sports and Fitness  
August 2006-May 2008
- **University of Miami**  
Bachelor of Science in Education  
Major: Athletic Training  
Minor: Sport Administration  
August 2002-May 2006

## HONORS & AWARDS:

- Outstanding Kinesiology Doctoral Student Award, Michigan State University, 2015
- Excellence in Teaching Citation Award Recipient, Michigan State University, 2014-2015
- Shirley Cook Endowment Fund Award Recipient, 2013, 2014
- College of Education Summer Research Fellowship Recipient, 2014 (Declined)
- College of Education Fellowship for Global Understanding Recipient, 2012
- Henry King Stanford Scholarship Recipient, University of Miami, 2002-2006
- Dean's List, 2003
- Provost's Honor Roll, 2004, 2006

## PROFESSIONAL EXPERIENCE:

**2015-Present YOUNGSTOWN STATE UNIVERSITY, YOUNGSTOWN, OH**

*Assistant Professor – Department of Human Performance & Exercise Science*

- Instruct undergraduate exercise science courses
- Conduct a line of research with tenure expectations

- Complete CAATE Accreditation for the proposed athletic training program
- Mentor undergraduate students
- Serve on university committees
- Build a relationship with area high schools and future athletic training affiliations

**2011-Present MICHIGAN STATE UNIVERSITY, EAST LANSING, MI**

*Graduate Teaching Assistant/Doctoral Athletic Training Student*

- Instruct undergraduate courses for the Kinesiology Department in the College of Education
- Conduct sport-related concussion research within high schools in the Detroit and Lansing communities.
- Serve as a liaison for high school athletic trainers and athletic directors for research projects.
- Assist advisor with various sport-related concussion research projects and data collection
- Instruct classes for the CAATE undergraduate Athletic Training Education Program.
- Serve as a preceptor for the Athletic Training Education Program.
- Mentor undergraduate athletic training students.
- Mentor undergraduate students involved in the sport-related concussion lab.
- Help to provide athletic training room coverage on a weekly basis.
- Perform manual medicine skills on student athletes.
- Provide athletic training coverage for varsity and club sports as needed.

**2008-2011 SEMINOLE COUNTY PUBLIC SCHOOLS, OVIEDO, FL  
PAUL J. HAGERTY HIGH SCHOOL**

*Instructor/Assistant Athletic Trainer*

- Instructing students in the Physical Education Department
- Provide coverage and care for all high school student athletes.
- Assisted with pre-participation physicals and medical documentation.
- Assisted with inventory and supply ordering
- Assisted with management of athletic training facility.
- Preceptor for UCF Undergraduate Athletic Training Students

**2008-Present DISNEY'S ESPN WIDE WORLD OF SPORTS, ORLANDO, FL**

*Contract Athletic Trainer*

- Provide medical coverage at the Disney Wide World of Sports Complex on an as needed basis.

**2006-2008 UNIVERSITY OF CENTRAL FLORIDA, ORLANDO, FL**

*Graduate Assistant Athletic Trainer*

- Primary sport responsibility was taking care of the UCF Softball team.
- Assisted with inventory.
- Assisted with scheduling doctor visits and diagnostic testing.
- Assisted with insurance transactions.
- Organized all social events for Sports Medicine Department
- Preceptor for Undergraduate Athletic Training Program

**2006 UHZ SPORTS MEDICINE INSTITUTE**

*Intern Athletic Training Student*

- Assisted Surgeons, ATCs, and office staff with patient care and management.
- Assisted with patient initial visits.
- Assisted with patient follow up appointments and post operative procedures.
- Observed numerous surgeries.

**2002-2006 UNIVERSITY OF MIAMI, MIAMI, FL**

*Athletic Training Student*

- Throughout the four attended years, I worked as an athletic training student for the following athletic teams:
  - Football
  - Men and Women's Track and Field
  - Swimming and Diving
  - Women's Soccer
  - Women's Rowing
  - Volleyball Tournaments
  - UHZ Sports Medicine Institute

**2003-2006 INTERNAL MEDICINE PRACTICE, NAPLES FL**

*Office Assistant for Dr. Eugene T. Finan*

- Assisted physician with patient care.
- Was trained to perform EKG's on patients.
- Assisted with patient records and insurance.
- Scheduled appointments and patient follow ups with outside referrals.

**TEACHING EXPERIENCE:**

**2011- Present MICHIGAN STATE UNIVERSITY, EAST LANSING, MI**

*Kinesiology Department – Athletic Training*

- Courses Taught:
  - KIN 422 Advanced Rehabilitation Techniques for Athletic Injury
    - Taught Spring 2014, and Spring 2015. Required course for athletic training students. Strong emphasis was

- placed on Proprioceptive Neuromuscular Facilitation and joint mobilizations.
- KIN 423 Therapeutic Modalities
  - Taught Fall 2011, Fall 2012, Fall 2013, Fall 2014. Required course for athletic training students.
- KIN 424 Psychology of Injury
  - Taught as an online course Summer 2013 and Summer 2014.
- KIN 426 Upper Body Injury Evaluation
  - Taught Spring 2012, Spring, 2013, and Spring 2014. Required course for athletic training students.
- KIN 227 Clinical Observation & Skills in Athletic Training
  - Taught Fall 2014. Course was a 1 credit lab class for student practice in basic athletic training skills.
- KIN 127 Taping and Bracing for Athletic Training
  - Taught Fall 2014. Course was a 1 credit class to expose students to taping and bracing techniques used in athletic training.
- KIN 126 Introduction to Athletic Training
  - Taught Spring 2012, Fall 2012. Spring 2013, Fall 2013, Spring 2014, Fall 2014. Entry level athletic training course.
- KIN 125 First Aid & Safety
  - Taught Summer 2012. Students in class were certified in professional rescuer CPR for infant, child, and adult, as well as first aid.
- KIN 118 Volleyball II
  - Taught Fall 2011. Course was a 1 credit physical activity course.

**2008-2011 SEMINOLE COUNTY PUBLIC SCHOOLS, OVIEDO, FL  
PAUL J. HAGERTY HIGH SCHOOL**

*Physical Education Department*

- Classes Taught:
  - Care & Prevention of Athletic Injuries
  - First Aid & Safety
  - Personal Fitness

**CAATE EXPERIENCE AND PREPARATION:**

- Attended the First Annual CAATE Accreditation Conference, October 2014
  - Gained exposure and practice with the following:
    - CAATE Standards for professional, post-professional and residency programs

- Writing purposeful outcomes and objectives to analyze student learning
- Writing the CAATE self study
- Preparation for a CAATE site visit
- eAccreditation
- Development of an athletic training education policies and procedures manual
- Successfully completed an independent study on learning and understanding CAATE Standards for professional programs.
- Have served as a preceptor for athletic training students at Michigan State University and University of Central Florida.

#### **TEACHING PREPARATION:**

- Michigan State University Certification in College Teaching Institute
  - Attended focused workshops to develop teaching pedagogy.
  - Development of an ePortfolio of teaching experiences.
- Florida Southern College Teacher Workshops
  - Attended courses and workshops required for teaching certification by the Florida Department of Education.
 Courses included:
  - Classroom management and instruction
  - Child and adolescent development
  - Teaching with technology
  - Foundations of Education

#### **GUEST LECTURES:**

- **Wallace, J.** (2014). The Psychology of Injury. University Liggett School. December 2014.
- **Wallace, J.** (2014). Roles and Responsibilities of Athletic Trainers for Maintaining the Health & Safety of Student Athletes. *Guest Lecture, MSU JRN218 Sports Media I.* October 2014.
- **Wallace, J., Moran, R.** What is Athletic Training?– Dansville High School, April 2013
- **Wallace, J., Tshube, T., Driska, A.** (2012). First Aid/CPR & Coaching Clinic, University of Botswana, June 2012
- **Wallace, J.** Pharmacology for Athletic Trainers. MSU Undergraduate Athletic Training Education Program. October 2011 & October 2012

#### **GRANTS & FUNDING:**

1. **PI – Wallace, J.** (2014, Funded). Exploring Differences that May Contribute to High School Athletes' Knowledge of Concussion and Reporting Behaviors. *Michigan State University College of Education Dissertation Completion Fellowship*. \$6000.
2. **PI – Wallace, J.** (2014, Funded). Knowledge of Concussion and Reporting Behaviors of High School Athletes Attending Urban Schools. *Michigan State University Graduate School Research Enhancement Award*. \$1000.
3. **PI – Wallace, J.** (2014, Funded). *Michigan State University Graduate School Conference Travel Award*. \$350.
4. **PI – Wallace, J.** (2014, Funded). *Michigan State University Department of Kinesiology Doctoral Student Travel Award*. \$400.
5. **PI – Wallace, J.** (2014, Funded). Knowledge of Concussion and Reporting Behaviors of High School Athletes in Michigan. *Blue Cross Blue Shield of Michigan Foundation Doctoral Grant*. \$3000.
6. **PI – Wallace, J., Co-PI – Covassin, T.** (2014, Not Funded). Knowledge and Awareness of Concussion in High-School Student Athletes In Urban vs. Suburban High Schools and Schools With an ATC vs. No ATC. *National Athletic Trainers' Association Doctoral Grant*. \$2500.
7. **PI-Covassin, T., Wallace, J.** (2013, Funded). Concussion Education and Management among Urban High School Athletes, Parents and Coaches. *Joe D. Pentecost Foundation*. 1-Year \$9500
8. **PI – Wallace, J., Co-PI – Covassin, T.** (2013, Not Funded). Knowledge of Concussion and Reporting Behaviors of Urban and Suburban High School Student Athletes. *GLATA Doctoral Student Grant*. \$1500.
9. **PI – Wallace, J.** Michigan State University Study Abroad Fellowship (2013, Not funded). \$4500

#### **PUBLICATIONS:**

#### **BOOK CHAPTERS:**

1. Covassin, T., **Wallace, J.** (2014). What is the role of the graded exertion protocols for making RTP decisions? In. Valovich McLeod. Quick Consult in Sports Medicine - Concussion Slack Publishing.

#### **PEER-REVIEWED JOURNALS:**

1. Covassin, T., Beidler, E., Ostrowski, J., **Wallace, J.** (In Press). Psychosocial aspects of rehabilitation in sports. *Clinics in Sports Medicine*.
2. Covassin, T., Crutcher, B., **Wallace, J.** (2013). Does a 20 minute cognitive task increase concussion symptoms in concussed athletes? *Brain Injury, Vol. 27(13-14)*. Pg.1589-1594.

#### **PUBLISHED ABSTRACTS:**

1. **Wallace, J.**, Covassin, T. (2014). Assessing sex differences in high school student athletes' knowledge and reporting behaviors of concussion. *Journal of Athletic Training, Vol 49(3) supplement*. Pg. S-141.

#### **SUBMITTED MANUSCRIPTS:**

1. **Wallace, J.**, Covassin, T. Lafavor, M. Clinical use of the step-wise progression among athletic trainers to make return to play decisions following concussion. (Manuscript Submitted.)
2. **Wallace, J.**, Covassin, T. Beidler, E. Sex differences in knowledge of concussion and reporting behaviors among high school student athletes. (Manuscript Submitted.)

#### **MANUSCRIPTS IN PREPARATION**

1. **Wallace, J.**, Covassin, T., Nogle, S., Kovan, J., Gould, D. Differences in knowledge of concussion and reporting behaviors in high school athletes with and without an athletic trainer. (Manuscript in Preparation.)
2. **Wallace, J.**, Covassin, T., Nogle, S., Kovan, J., Gould, D. The effect of school environment on concussion knowledge and reporting. (Manuscript in Preparation.)
3. **Wallace, J.** Covassin, T., Schatz, P., Beidler, E. Normative iPad ImPACT scores of high school athletes at title I schools. (Manuscript in Preparation.)
4. **Wallace, J.** Covassin, T., Nogle, S., Kovan, J., Gould, D. Racial differences as it pertains to knowledge of concussion scores. (Manuscript in Preparation.)

#### **PRESENTATIONS:**



1. **Wallace, J., Covassin, T. (2015).** The Effects of Concussion Legislation on Clinical Athletic Training Practices. *Michigan State University Graduate Academic Conference*, February 2015.
2. **Wallace, J., Covassin T. (2015).** Concussion Reporting Behaviors in High School Student Athletes Attending Urban, Title I Schools with an Athletic Trainer. *Big Sky Athletic Training and Sports Medicine Conference*, February 2015.
3. **Wallace, J., Covassin, T. (2014).** Assessing Sex Differences in High School Student Athletes' General Knowledge, Awareness, and Reporting Behaviors of Concussion. *National Athletic Trainers' Association Annual Symposia*, June 2014.
4. Bentley, A., Hinzke, K., Beidler, E., **Wallace, J., Covassin, T. (2014).** High School Athlete's Self-Reported Knowledge of Concussion. *MSU Undergraduate Research and Arts Forum*. Lansing, MI. April 2014.
5. **Wallace, J., Covassin, T. (2014).** Assessing High School Student Athletes' Knowledge of Concussion and Reporting Behaviors. *MSU Graduate Academic Conference*, March 2014.
6. Beidler, E., Deitrick, J., **Wallace, J. (2014).** Incorporating Sport Psychology into Your Clinical Athletic Training Practice. *Great Lakes Athletic Trainers' Association Annual Meeting*. March 2014.
7. Schoenherr, J., Crenshaw, R., **Wallace, J., Covassin, T. (2013).** Knowledge of concussion and reporting behaviors in high school student athletes. *MSU Undergraduate Research and Arts Forum*. Lansing, MI, 2013
8. Lipchik, A., Rosenbrook, K., **Wallace, J., Covassin, T. (2013).** Neurocognitive and concussion symptom differences between male and female concussed soccer players. *MSU Undergraduate Research and Arts Forum*. Lansing, MI, 2013
9. **Wallace, J., Covassin, T., Nogle, S. (2013).** Knowledge of Concussion and Reporting Behaviors in High School Student-Athletes. Research Practicum, Michigan State University. March 2013
10. **Driska, A., Tshube, T., Wallace, J. (2012).** Autonomy Support, Identity Foreclosure, and the Coach-Athlete Relationship, University of Botswana, June 2012

## LICENSES AND CERTIFICATIONS:

- BOC Certified Athletic Trainer since 2006
- State of Florida Licensed ATC, License #AL 2352
- State of Michigan Licensed ATC, License #2601001253
- First-Aid and CPR Certified for Professional Rescuer through American Red Cross
- American Red Cross CPR & First Aid Instructor
- Florida Department of Education Teaching Certificate

**PROFESSIONAL MEMBERSHIPS:**

- National Athletic Training Association
- Southeast Athletic Training Association
- Athletic Training Association of Florida
- Great Lakes Athletic Trainers' Association
- American Educational Research Association
- American Alliance for Health Physical Education, Recreation & Dance

**PROFESSIONAL DEVELOPMENT:**

- NATA Annual Meeting, 2015
- Big Sky Athletic Training & Sports Medicine Conference, 2015
- Graduate Academic Conference, 2015
- NATA Annual Meeting 2014
- Graduate Academic Conference, 2014
- GLATA Annual Meeting, 2014
- Spartan Strength & Conditioning Clinic, 2013
- GLATA Annual Meeting, 2012
- Midwest Sport & Exercise Psychology Symposium, 2012
- ATAF Annual Meeting, 2011
- NATA Annual Meeting, 2009
- ATAF Annual Meeting, 2009
- NATA Annual Meeting, 2007

**VOLUNTEER & LEADERSHIP ACTIVITIES:**

- Kinesiology Graduate Students Organization, Teaching Committee
- Big Brothers Big Sisters
- Delta Delta Delta (2002-2004)
- Hurricane Athletic Training Students – Vice President (2005-2006)
- Head JV Softball Coach at Paul J. Hagerty High School (2009-2010)



**RESOLUTION TO APPROVE  
MASTER OF FINE ARTS (MFA) IN INTERDISCIPLINARY VISUAL ARTS**

**WHEREAS**, a Master of Fine Arts (MFA) degree program offers a two-year residency curriculum designed as a professional degree for fine artists, designers, media artists or for those wishing to teach at the college or university level; and

**WHEREAS**, the National Association of Schools of Art and Design (NASAD) and the College Art Association (CAA), as well as a vast majority of higher education institutions in the United States recognize the MFA degree in visual arts as a terminal degree equivalent; and

**WHEREAS**, the proposed Master of Fine Arts in Interdisciplinary Visual Arts is designed for fine arts graduates and professionals who want to develop advanced knowledge and professional studio practices through rigorous interdisciplinary curriculum; and

**WHEREAS**, the proposed Master of Fine Arts in Interdisciplinary Visual Arts is designed as per the requirements of the National Association of Schools of Art and Design (NASAD), the accrediting agency for art institutions of higher education; and

**WHEREAS**, Youngstown State University has faculty members with the requisite credentials to offer this degree; and

**WHEREAS**, the proposed Master of Fine Arts in Interdisciplinary Visual Arts program aligns with the initiatives of the Youngstown State University 2020 Strategic Plan, fitting with the vision to “strive to integrate curricular and co-curricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply perfect knowledge; to encourage creativity; and to provide effective tools, technologies, and facilities for learning”;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the offering of the Master of Fine Arts (MFA) in Interdisciplinary Visual Arts degree subsequent to the approval of said degree by the Ohio Department of Higher Education.

Youngstown State University

*Full Proposal*

*Master of Fine Arts in Interdisciplinary Visual Arts*

**Department of Art**

**College of Creative Arts & Communication**

Master of Fine Arts Committee

Fall, 2015

<b>Agenda Item F.1.f Support Material</b>
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**Youngstown State University**  
**Department of Art**  
**College of Creative Arts and Communication**

**Program Development Plan for the Degree of Master of Fine Arts (MFA) in Interdisciplinary Visual Arts**

## **1. Description of Program**

### **Degree Designation**

The Department of Art at Youngstown State University (YSU) proposes a new master's degree program: the Master of Fine Arts (MFA) in Interdisciplinary Visual Arts. This new degree, which will be housed in the Department of Art, College of Creative Arts & Communication, is a two-year residency program designed as a professional degree for fine artists, designers, media artists or for those wishing to teach at the college or university level. The National Association of Schools of Art and Design (NASAD) and the College Art Association (CAA) as well as the vast majority of higher education institutions in the United States recognize MFA degree in visual arts as a terminal degree equivalent to terminal degrees in other fields such as the Ph.D. or Ed.D. The CAA Standards for the MFA degree require the highest level of professional competency in the visual arts and contemporary practices. Recipients must exhibit the highest level of accomplishment through the generation of a body of work that demonstrates not only strong conceptual development, but also the skilful execution of tools, materials and craft. This includes programs rooted in the innovative uses of technology, collective work, or interdisciplinary projects (<http://www.collegeart.org/guidelines/mfa>). The proposed MFA in Interdisciplinary Visual Arts will be compliant with CAA and NASAD standards and will prepare qualified students to become artists and designers of the highest competence.

### **Description**

The new Master of Fine Arts in Interdisciplinary Visual Arts is a two-year residency program with 60 semester credit hours, as required under the guidelines from the National Association of Schools of Art and Design (NASAD), the accrediting agency for art institutions of higher learning. The MFA in Interdisciplinary Visual Arts is unique in that it will require students to examine and integrate the methods, theory, skills and insights from two or more traditional or non-traditional visual arts with non-art coursework. The program is highly flexible to allow students unfettered access to the excellent faculty and resources within the Department of Art and provides the opportunity to connect with diverse faculty outside of the visual arts from the University at large. It fosters interdisciplinary activity, balanced integration of media, processes, and exploratory models of thinking and making. Engagement with disciplines and learning resources outside of Art & Design and within the local, national, and international community is expected and supported. It is anticipated that many students will enter the program with varied backgrounds in traditional media and new media. The program has been designed to cultivate the practice of interdisciplinarity: to promote different perspectives, methods, media and processes to creative problem solving. Drawing from the diverse expertise of an outstanding faculty, students in the MFA program will be grounded in interdisciplinary theory and practice. They will explore interdisciplinary exchanges that revolve around material study, concepts and critical dialog in a studio-based environment. Students may explore and combine a variety of media that cross studio practices working individually and collaboratively with and across a range of traditional, analogue, and digital mediums and experimental formats infused with ideas and collaboration from disciplines outside of the visual arts. The primary goal of this program is to educate Interdisciplinary Visual artists who have the potential to contribute to and move forward the dialogue of contemporary art in the 21<sup>st</sup> century.

### **Purpose and Rationale**

One of the core values of YSU – an urban research university - as outlined in its 2020 Strategic Vision is to *strive to integrate curricular and co-curricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply and perfect knowledge; to encourage creativity; to provide effective tools, technologies, and facilities for learning.* The MFA in Interdisciplinary Visual Arts builds on this goal as well as the strategic vision and goal of the College of Creative Arts and Communication (CCAC) to broaden research and quality academic programs in the creative arts. The new program is designed for fine arts graduates and professionals who want to develop

advanced knowledge and professional studio practices through rigorous interdisciplinary curriculum relevant to our time. This is in line with the Department's strategic goal initiatives to: promote diverse educational experiences that develop intellectual curiosity, creativity and adaptability by *developing innovative curriculums that expose students to multi-disciplinary practices and interdisciplinary collaboration*, among others.

"Interdisciplinary art" is an engagement in artistic diversity, in the continuing subversion of established canons in traditional media and in the on-going exploration of new directions and frontiers for art making. Theory and practice are closely linked through graduate seminars, workshops, art history offerings, and relevant elective coursework throughout the university, regular comprehensive peer critiques, student-led public lectures and exhibitions as well as a very active visiting artist and scholar program. Graduate students will be grounded in interdisciplinary theory. They will explore and experiment across media and disciplines, with supported opportunities to build and explore hybrid processes that bridge traditional forms with advanced contemporary discourses. The explosion of technology, contemporary art media and genres of performance is questioning traditional visual art practices and discipline boundaries as never before. The MFA program will extend the Department's highly successful BFA concentration in Interdisciplinary Studio Art and expand the Department's capacity in visual arts research and exhibitions by exploring hybrid approaches to art media. The Department of Art at YSU has an established history of collaborating with other disciplines and is engaged in initiatives such as Launch Lab "to lead NE Ohio in the process of bringing concepts into holistic, physical reality and in education through creative learning and research in an interdisciplinary collaborative environment". The proposed MFA will enable the Department to situate itself as an urban arts center to the growing number of artists, designers, art educators, organizations and patrons in the northeast Ohio region, providing leadership in educational, artistic, intellectual and scholarly resources.

Graduate education is increasingly becoming a critical requirement for career pathways in the fine arts and related fields. Whether working as a professional artist, designer, painter, animator, printmaker, sculptor, photo journalist, community art organizer, installation artist, fine arts educator, or in galleries, museums, multimedia, film and video production outlets, as well as applying for grants, etc. specialized skill and knowledge development through the MFA is often viewed as critical for post-college success. As a terminal degree, the MFA will provide rigorous academic experience that prepares students to establish their own careers as professional artists as well as careers in higher education – teaching in traditional art media, digital media, among others.

Interdisciplinary approach, as a means of connecting and integrating diverse media and distinct creative methodologies, is a defining characteristic of contemporary art practices. The MFA in Interdisciplinary Visual Arts program will employ approaches that synthesize broad perspectives, ideas, knowledge, skills, etc. from intra- (within traditional and contemporary art media) and inter- (across fields in the creative arts and beyond) disciplines to solve complex and creative problems. It will offer students the opportunity to self-select a combination of different mediums for creative execution. The fluid curriculum will not only expose students to a higher level of aesthetic and critical discourse but also enhance the level of student professional work. Students operate with the mindset of exploring the convergence of multiple media in traditional and emerging studio techniques in combination with coursework from disciplines outside of the visual arts relevant to individual research interests. To achieve this, students are paired with multiple faculty with different studio expertise at the onset of the program. They will extend their conceptual strategies while inventing and refining hybridized forms of traditional and contemporary art making methods. Research has shown that creative thinking is nurtured when links are made across different disciplinary boundaries, traditional studio concentrations, fields of ideas and thought (Robinson, K, 2011). In addition to existing exhibition locations on campus including the McDonough Museum of Art, the department will create avenues for MFA students not only to present exhibitions and public lectures but also to participate in a wide range of residency programs locally, and nationally.

## 2. Description of the Proposed Curriculum

### Program Requirements

For a full listing of courses in the proposed MFA in Interdisciplinary Visual Arts, see Appendix A. In general students will take courses based on the following plan:

Interdisciplinary Studio *(Sculpture, ceramics, painting, drawing, photography, printmaking, mixed media, installation, digital and new media)	30 semester hours
MFA Seminar in Interdisciplinary Theory	9 semester hours
Strategies in Interdisciplinary Practice	6 semester hours
Electives (Graduate Interdisciplinary and/or Cross Disciplinary) *	9 semester hours
MFA Thesis Project & Capstone Research	6 semester hours
<b>Total</b>	<b>60 semester hours</b>

\*Electives - Any Graduate Cross Disciplinary 6900 level course in any discipline outside of Studio Art including Art History for 1 -3 credits

### Curriculum Structure for the MFA in Interdisciplinary Visual Arts

#### First Year

##### Fall Semester

6990 Interdisciplinary Studio I	6 s.h.
6996 MFA Seminar in Interdisciplinary Theory	3 s.h.
6994 Strategies in Interdisciplinary Practice	3 s.h.
Elective*	3 s.h.

##### Spring Semester

6991 Interdisciplinary Studio II	9 s.h.
6997 MFA Seminar in Interdisciplinary Theory	3 s.h.
Elective*	3 s.h.

#### Second Year

##### Fall Semester

6992 Interdisciplinary Studio III	6 s.h.
6998 MFA Seminar in Interdisciplinary Theory	3 s.h.
6995 Strategies in Interdisciplinary Practice	3 s.h.
Elective*	3 s.h.

##### Spring Semester

6993 Interdisciplinary Studio IV	9 s.h.
6999 MFA Thesis Project & Capstone Research	6 s.h.
<b>Total</b>	<b>60 semester credits</b>

\*Electives - Any Graduate Cross Disciplinary 6900 level course in any discipline outside of Studio Art including Art History for 1 -3 credits  
(See Appendix B for course rotation schedule)



## **Admission Requirements**

As the terminal degree in studio art, the MFA Program at YSU will provide an opportunity for advanced conceptual and technical development for qualified students wishing to pursue a professional career in contemporary studio art research and practice. Admission to the program will be highly competitive and selective. Successful applicants will have a superior academic background and a strong commitment to interdisciplinary practice. MFA students are expected to have a thorough understanding of the principles of form, proficiency in various mediums and technical skills as well as a fluency in language and discourse in the historic and contemporary contexts. Applicants must follow standard procedures and normal requirements for admission into YSU School of Graduate Studies and Research. In addition to the Graduate Admission requirements, applicants are required to have the following:

- an undergraduate degree (i.e., BFA, BA) in Art from an accredited institution
- a minimum of 48 credit hours of undergraduate work in studio courses and 12 credit hours in art history courses (the normal course of study for a BFA or BA in Art)
- an unrecalculated minimum cumulative undergraduate grade point average of 3.0 on a 4.0 scale
- a portfolio of work (20 digital slides or equivalent) which shows technical and conceptual competency and demonstrates the commitment and promise necessary to succeed
- artist's statement relevant to the submitted artwork of no more than 500 words
- statement of intent of no more than 500 words detailing the applicant's educational and professional goals in the field of Fine Arts
- a resume (no longer than two pages)
- three original letters of recommendation
- personal interview with the MFA program coordinator and graduate studio faculty in the Department of Art may be required

### **Making up Deficiencies**

The curriculum assumes adequate preparation for advanced work in studio art. Students who lack that preparation may be asked to take undergraduate level courses to successfully address any deficiencies in their technical or aesthetic training in order to change their admission status from provisional to regular. These courses will not count toward the requirements for the MFA degree.

### **Application Dates**

Admission to the MFA program is granted for the fall semester only. The application deadline is February 15.

### **3 Administrative Arrangements: Department and College Involved**

The Graduate Director for the MFA in Interdisciplinary Visual Arts and the graduate studio faculty will oversee recruitment and admissions. Initially, we will admit a relatively small number of students (a cohort of 3-5 students annually) through a selection process emphasizing quality over quantity. However, we envision a larger program with no more than 5 to 6 students admitted annually as we realize our full potential through incremental enrolment within five years. The Department is poised to absorb the new and additional student population with support from the College of Creative Arts & Communication without any adverse effect on existing resources. Our principal mission will be to assist students in the full realization of their studio and academic potential through effective mentoring that nurtures professional, creative and intellectual growth. By supporting and emphasizing critical discourse and quality academic conversation in interdisciplinary studio art, we will engender professional and critical attitudes among our graduate students.

#### **4. Evidence of Need for the New Degree Program**

The establishment of the MFA in Interdisciplinary Visual Arts has long been an aspiration of the Department of Art. The proposed MFA in Interdisciplinary Visual Art is a unique program with special significance to the Department of Art. It is a milestone undertaking for a department that is over 78 years old, and strategically re-positioning itself to reflect an understanding of progressive art practices, and respond to the cross disciplinary, hybrid thinking practices reflected in contemporary culture. It does not duplicate any other graduate art program in the region. The MFA in Interdisciplinary Visual Arts is unique in that it recognizes and corroborates the ever increasing diversity of media, methods and viewpoints blended with a cross disciplinary approach to art making and modes of distribution. Currently there is no such MFA program in our geographical region, and thus it does not duplicate any other MFA program in the area but rather fills a void in contemporary art practice and education. There are only a few comparable degree-granting programs in the nation. Also, unlike our program that is interdisciplinary in focus by integrating multiple studio disciplines with non-art coursework the MFA program at Kent State, our closest rival institution, is oriented toward the traditional model with specialization in single studio areas. The importance of this degree for the vitality of the department cannot be overestimated. It will ensure the department's leadership in the field of interdisciplinary studio art, bring recognition to the region and convey acknowledgment of our program and faculty.

Currently, YSU offers a BFA degree concentration in Interdisciplinary Visual Arts, our second largest concentration (following Graphic and Interactive Design), indicating a high degree of interest in cross-disciplinary art studies and studio practice. This BFA concentration has produced some of our most successful graduates. The opportunities for both formal and informal contact with graduate students in the MFA program will give rise to creative collaborations that will provide invigorating experiences for our undergraduate students. It will also encourage our best undergraduates to stay and complete their graduate degrees in the department rather than choosing to enter programs at other institutions. Qualified graduate students will have the opportunity to teach introductory courses as teaching assistants.

Surveys conducted with potential applicants in the area and beyond indicate that most responders are generally interested in an interdisciplinary approach to studio practice. Out of the over 300 people surveyed, 87 responded with a 71% majority indicating strong and very strong interest in our proposed program (See Appendix C for survey responses).

Interdisciplinary creative methodologies have become a defining characteristic of contemporary practice. The MFA program will advance our objective of a higher level of research. Faculty and students will increase the amounts of energy and time towards research and creativity as a natural outgrowth of a culture of excellence that will develop in the proposed program. The program will offer many opportunities for interdisciplinary exploration, synthesis and application of new concepts. The possibilities for collaborative teaching and research will enhance the innovative scholarship of faculty as well as the educational experience of students.

A large pool of survey respondents located within 50 miles of YSU, including Department of Art alumni from northeast Ohio, western Pennsylvania and West Virginia will serve as our initial potential clients, but we hope to attract a broader student base within 5 years. Evidence of need for the program can further be inferred from the numerous inquiries we have been receiving from alumni and other participants of our survey.

The graduates of the proposed MFA in Interdisciplinary Visual Art will increase the vitality of the local and regional arts community and contribute to the economic development of the area through the synergy that exists between the university and Mahoning Valley and its surrounding communities. The proposed MFA program will promote interdisciplinary cross-pollination in keeping with the dynamic and hybrid nature of contemporary art and provide exposure, to innovative and experimental work that breaks boundaries across a range of traditional, analogue, and digital mediums and experimental formats. In addition the MFA in Interdisciplinary Visual Art will generate enthusiasm for the development of a rich and productive research culture by providing a comprehensive program of exhibits and performances by graduate students and faculty as well as prominent visiting artists.

## 5. Prospective Enrolment

As mentioned under Administrative Arrangements, a selected cohort of 3-5 students will initially be admitted into the MFA in Interdisciplinary Visual Arts program. It is anticipated that this number will grow to a maximum of 8 to 12 total students enrolled per year within five years. The primary source of enrolment will come from the pool of fine art alumni from the northeast Ohio and western Pennsylvania and West Virginia regions. However, we anticipate our enrolment effort to encompass the entire state of Ohio and beyond. While the degree program targets a broad range of studio art applicants, alumni and graduates of our BFA program in Interdisciplinary Studio Art would be eligible to apply.

## 6 Enrolment and Retention of Minority Students

Youngstown State University is duly committed to the promotion of diversity through the recruitment, retention and graduation of diverse student population, including minorities. One of the guiding principles in the YSU 2020 Strategic Plan Framework is a deep commitment to inclusiveness and diversity of student body, faculty and staff, as well as the provision of inclusive university curriculum to reflect the cultural diversity of the community and the nation. This is manifested in the University's recruitment and retention initiatives. The College of Creative Arts & Communication, along with its units, has fervently worked to establish itself as a diverse community. The Department of Art population reflects this direction to include females, males, minorities and students with disabilities in its current BFA and BS in Art Education (Multi-Age Licensure) and MA degree. We will proactively work with the School of Graduate Studies to identify and recruit qualified minority candidates from the three-state region and beyond.

## 7. Faculty and Facilities Available for the New Degree Program and their Adequacy

The Department of Art has sixteen full time faculty. The core faculty who will serve the program consist of nine full-time studio art faculty with a broad understanding and appreciation of contemporary studio art practice. In the fall of 2015 the Department was approved for and will be conducting a search for a new tenure track position in Digital Media. This will increase the number of full time faculty primarily involved in the MFA to 10 and raise the number of full time faculty to 17. Though all of the studio faculty have experience working on interdisciplinary projects, the strength of our faculty lie in their expertise within individual media providing them the ability to offer specific technology, skills and processes to allow for the creation of strong work regardless of the media preferences of the student. This, as mentioned previously, has been demonstrated by the success of the Department's BFA concentration in Interdisciplinary Studio Art and its graduates. Student projects and practices within this concentration provide clear evidence of the capability, promotion and encouragement of interdisciplinary thinking by the faculty. Since the proposed program is focused on both art theory and studio, the graduate teaching staff will include two art historians as well. In sum, eleven tenure and tenure track art history and studio faculty from the department (see Appendix D for the vitae of all faculty including those that will be involved in the new degree program). The current studio and art history faculty are members of the University Graduate Faculty experienced in offering graduate courses and can effectively address the program requirements of our new graduate students. In order to attract qualified candidates, graduate assistantships will not only be needed to help grow the program, but also to offset any shift in full-time faculty workload.

The School of Graduate Studies at Youngstown State University offers 34 Graduate Programs and 11 Graduate Certificates with the majority of these programs offering the opportunity for enhanced cross disciplinary research and assuring the required elective coursework from disciplines outside of the visual arts relevant to the individual students research will be available.

With our existing facilities and support from the CCAC, the department will be able to absorb the new graduate students and administrative costs without any adverse effect on our resources. The department's assets include several computer labs, photo labs, and studios for painting, drawing, printmaking, ceramics, sculpture and art education. The Beecher Center, McDonough Museum of Art, Butler Institute of American Art, Judith Rae Solomon Gallery and the Maag Library are some of the facilities and learning resources that will be available to our graduate students. The McDonough Museum is a 20,000 square foot state-of-the-art facility that features changing exhibitions, installations, performances and lectures by local, regional, national and international

artists It also functions as public outreach for the CCAC and the Department of Art, exhibiting work by students, faculty and alumni. The Butler Institute which has its main facility located within YSU campus is the first museum of American art in the country. It is known worldwide as "America's Museum." Its holdings now exceed 20,000 individual works of art in all media. Housed in the south wing of the Butler, the Department of Art has a facility dedicated to digital media. The Beecher Center for Art and Technology also functions as the central hub of Launch Lab a cross disciplinary experimental lab devoted to additive manufacturing technology, 3D scanning and printing.

The 2003 Bliss Hall expansion of 18,000 square feet with its new equipment including an industry standard induction furnace for heating and casting metals, and two fully equipped kiln rooms provides a cutting edged state-of-the-art facility that will enrich the proposed program and offer additional space for graduate studio production. Separate individual studio spaces will be available along with absorbing students into established studio areas adjacent to studio space for upper level Interdisciplinary Studio BFA students. In addition to University facilities, Youngstown and the surrounding region is rich with alternative exhibition and installation venues.

#### **8. Need for Additional Facilities and Staff Along with the Plans for Meeting this End**

The proposed degree will be uniquely housed in the Department of Art, within the College of Creative Arts and Communication. We are sensitive to the additional workload that will be placed upon the faculty as well as to the increased use of facilities in the college. The current full-time faculty in studio can adequately address the program requirements of the students since the MFA in Interdisciplinary Visual Arts programs, by its nature is highly specialized and open to smaller enrolments. There is no anticipated need for additional graduate studio space at this time, however, as the program grows there may be the need to find creative ways to maximize existing resources and expand our facilities. Space created by the 2003 expansion mentioned above can be re-examined, in addition the Beecher Center for Art and Technology and McDonough Museum are potential areas to explore for additional space as the program expands to its maximum capacity.

In terms of library resources, efforts are underway to stock the Maag Library with essential art reading materials and resources. OhioLink provides a strong foundation for faculty and entry-level master's students' scholarly endeavors. Financial support, learning resources, exhibition outlets and personal development opportunities are among the numerous offerings for future MFA graduate students. The department will create opportunities for the MFA students not only to present exhibitions and public lectures but also to participate in a wide range of residency programs locally and nationally.

#### **9. Projected Additional Cost Associated with the Program and Adequacy of Expected Subsidy and Other Income to Meet this Cost**

There is no anticipated additional projected cost associated with the offering of this new program. The administrative costs (review of applications, release time for graduate coordinator, postage, telephone, etc.) for the new program will be absorbed through existing resources within the Department and College. It is anticipated that the Department will continue to offer existing graduate level studio courses for the Master of Arts in Art Education in addition to new courses associated with the MFA degree. Students seeking this degree will be full-time. Courses in this program will be at the Master's Program Development I (MPDI) subsidy level. The SSI would be \$3,752 per HEI FTE (Student Credit hours divided by 30). It is anticipated, therefore, that the beginning of the program will generate \$22,000 – 25,000 annually in subsidy, and that as the program grows (within five years), we would double that amount to \$45,000-\$50,000. (See Appendix E for projected cost analysis)

#### **10. Program Development and Consultation**

The Department Curriculum Advisory Committee for the MFA in Interdisciplinary Visual Arts program developed this proposal. The committee remains in place and is open to suggestions to strengthen this proposal.

**MFA in Interdisciplinary Visual Arts Committee:**

Samuel Adu-Poku, PhD, Department of Art, CCAC (Committee Co-Chair)

Christine McCullough, MFA, Department of Art, CCAC (Committee Co-Chair)

Dana Sperry, MFA, Department of Art, CCAC

Dragana Crnjak, MFA, Department of Art, CCAC

Missy McCormick, MFA, Department of Art, CCAC

**References**

College Art Association. (2008). *Standards and guidelines: MFA Standards*. New York: CAA.

NASAD (2013). *National Association of Schools of Art and Design: Handbook 2012/2013*. Reston, Virginia: NASAD.

Robinson, K. (2011). *Out of our minds: Learning to be creative*. San Francisco: John Wiley & Sons, Incorporated.

## Appendix A: Core Courses Associated with the MFA in Interdisciplinary Visual Arts

### New Courses

*Art 6990: Interdisciplinary Studio\**. Self-motivated graduate study informed by contemporary theory and discourse. Students follow a personal, self-proposed, conceptual direction and work independently, supported by faculty. The emphasis for first year students is on challenging traditional ideas about creative practice by connecting and integrating various creative processes, materials and methodologies. Students create a body of work focused on individualized research interests. Students present and discuss their studio research within a prearranged schedule of ongoing critiques with peers and faculty. *Total of 6 s.h. with a minimum of two different faculty first year fall semester*  
*\*Interdisciplinary Studio is repeated for 30 credits over the course of the degree with different course numbers and a minimum of two different faculty.*

*Art 6991: Interdisciplinary Studio*. Continuation of Art 6990. Self-motivated, individual studio practice. At the end of the second semester students are assessed on the ability to integrate self-directed research with the ideas and concepts proposed in the Interdisciplinary Seminar and Strategies courses. Second semester culminates in a first year group exhibition. Prereq.: Art 6990. *Total of 9 s.h. with a minimum of two different faculty first year second semester.*

*Art 6992: Interdisciplinary Studio*. Continuation of Art 6991. Self-motivated, individual studio practice. In the second year students begin research and practice leading to the *MFA Thesis Project and Capstone*. Prereq.: Art 6991. *Total of 6 s.h. with a minimum of two different faculty second year fall semester*

*Art 6993: Interdisciplinary Studio*. Continuation of Art 6992.. Prereq.: Art 6992. *Total of 9 s.h. with a minimum of two different faculty second year spring semester*

*Art 6994: Strategies in Interdisciplinary Practice*. Explorations that demystify strategies and problems within the range visual art practices. Emphasis on modes of content communication that exist across different disciplines, such as the use of specific symbols, materials, processes and context. Offered in the fall of each year and designed to be taught in tandem with readings and material covered in the MFA Seminar in Interdisciplinary Theory the focus is on the solid theoretical and practical foundation and application of strategies in interdisciplinary practice. *First year fall semester. 3 s.h.*

*Art 6995: Strategies in Interdisciplinary Practice*. Continuation of Art 6994. Prereq.: Art 6994. *Second year fall semester. 3 s.h.*

*Art 6996: MFA Seminar in Interdisciplinary Theory*. Introduction of critical interdisciplinary art theory and practice through course readings, research, critiques and discussions to provide a solid conceptual foundation for individual studio practice. Topics and themes will change each semester to reflect contemporary issues. In the fall semester seminar topics will be reflected and expanded upon in the Strategies course Art 6994. *First year fall semester 3 s.h.*

*Art 6997: MFA Seminar in Interdisciplinary Theory*. Continuation of Art 6996. Critical interdisciplinary art theory and practice through course readings, research, critiques and discussions to provide a solid conceptual foundation for individual studio practice. Topics and themes will change each semester to reflect contemporary issues. Course structure allows for students to refine the ability to communicate about their research and develop professional practices. Prereq.: Art 6996. *First year spring semester 3 s.h.*

*Art 6998: MFA Seminar in Interdisciplinary Theory*. Continuation of Art 6997. Critical interdisciplinary art theory and practice within a wider context of audience and affinities in contemporary art through course readings, research, critiques and discussions to provide a solid conceptual foundation for individual studio practice. Topics and themes will change each semester to reflect contemporary issues. In the fall semester seminar topics will be reflected and expanded upon in the Strategies course Art 6995. Prereq.: Art 6997. *Second year fall semester 3 s.h.*

*Art 6999: MFA Thesis Project and Capstone Research*. A programmatic exit capstone requirement which is a culmination of the 60 credit MFA in Interdisciplinary Visual Arts. Activities will include design and production of artworks for exhibition, directed readings, writing assignments, thesis and portfolio development, professional practices, exhibition design, oral thesis defense and faculty review. *6 s.h.*