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SUBJECT

First Reading - Board Policy Section III.Y. Advanced Opportunities

REFERENCE

August 20120	Board approved second reading to III.Y. in reference to clarifying the definitions for Tech Prep.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Y.
Section 33-35101, Idaho Code

BACKGROUND/DISCUSSION

Dual Credit, as defined in Board Policy III.Y. Advanced Opportunities, allows a high school student to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. The term dual credit is also used simultaneously with dual enrollment, concurrent credit, and concurrent enrollment. Current policy specifies the Dual Credit Standards for students enrolled in courses taught at the high school and for students enrolled in courses at the college/university campus. With each of these different delivery methods institutions have different fee structures.

For the courses taught at the high school, policy indicates that students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting. Approval of fees is a Board function and the proposed changes identify the Board's role in setting fees for Dual Credit courses. For courses taught at the college/university campus, the policy indicates that students are charged the part-time credit hour fee or tuition and additional fees as established by the institution. This section also indicates that instructional costs are borne by the institution.

In addition to updating the policy to reflect the appropriate role and responsibility for fee setting, minor technical changes were made.

IMPACT

Approval of the proposed amendment would align with the roles and responsibilities of the Board, and not CAAP, in setting fees for Dual Credit courses.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to Board Policy III.Y. Advanced Opportunities, as submitted.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.Y. Advanced Opportunities as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, to support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students~~,~~ which would:

a. Enhance their postsecondary goals;
b. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
c. Reduce the overall cost of educational services and training.

3. Definitions

There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, Tech Prep, and the International Baccalaureate program.

a. Advanced Placement® (AP)
The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national exams. It is up to the discretion of

the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit
Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep
Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree.

d. International Baccalaureate (IB)
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards, which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.

a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.

Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction~~,~~ through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through ~~a~~ dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.

Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is ~~reviewed annually~~approved annually at the Board's fee setting meeting. ~~by the Council on Academic Affairs and Programs (CAAP) at their April meeting~~ The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses. ~~to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.~~
Admin &	Agreements have been established between the high school and the

Evaluation 6 (AE 6)	postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form~~,~~ provided by the school district that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met: ~~In compliance with Idaho Code 33-202, t~~The student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school. Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application. If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy.
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment~~,~~ based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1**)**	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of

(AE2)	educational setting.

d. Tech Prep Standards

Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional-technical schools, and the technical college system. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree.

Curriculum

Curriculum 1 (C1)	A Tech Prep course must have an approved articulation agreement with a postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies and agree to the level of proficiency.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.

Students/Parents

Students 1 (S1)	Tech Prep students are high school students.
Students 2 (S2)	At the completion of the Tech-Prep course the instructor will recommend students eligible for college credit based on their performance. To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course.

Assessment

Assessment 1 (A1)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced-Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.
Admin & Evaluation 2 (AE2)	Each articulation agreement must be reviewed annually.

IDAHO EDUCATION NETWORK

SUBJECT
The Idaho Education Network Comprehensive Strategic Plan.

REFERENCE
October 2011 Discussion regarding IEN

APPLICABLE STATUTE, RULE, OR POLICY
Section 67-5745E, Idaho Code

BACKGROUND/DISCUSSION
In partnership with the State Board of Education, the State Department of Education, and the Idaho Education Network (IEN), a strategic planning committee was established to help usher the IEN into and beyond connectivity to full use, both as an instructional tool across all levels of education and as an asset to our communities.

The strategic planning process began in December 2011 and concluded March 31st 2012 with a Comprehensive Strategic Plan. There were forty-two interviews conducted, either in person or by telephone; IEN staff and other stakeholders conducted a preliminary analysis of the comments and organized the comments into recurring themes. The Board President, Executive Director, Chief Academic Officer, and representatives from the postsecondary institutions participated throughout the strategic planning process. Additionally, the Executive Director and Chief Academic Officer have reviewed multiple drafts of the proposed IEN Comprehensive Strategic Plan and have had opportunity to make suggestions for modifications.

Four strategic imperatives emerged as focus areas: 1) Provide Quality Systems Operations; 2) Work Collaboratively Across Partners; 3) Provide Quality Student Learning Experiences; and 4) Demonstrate Accountability. The IEN Comprehensive Strategic Plan seeks to identify ways IEN can play a role helping the Board, the State Department of Education, and other agencies to meet the goals and objectives outlined in their strategic plans and educational initiatives. Collaboration across the partnering entities and stakeholders is essential to realize the mutual purpose to deliver high quality virtual learning to Idaho students and communities.

IMPACT
Once approved, the IEN will move forward with the IEN Comprehensive Strategic Plan. While much of the work identified in the IEN Comprehensive Strategic Plan supports work already identified by the State Department of Education and the State Board of Education, additional staff resources will be necessary to ensure success of use and implementation throughout the educational system. The IEN

Pro-forma Budget, Appendix A, includes the request for staffing resources for each agency.

ATTACHMENTS

Attachment 1 – IEN Comprehensive Strategic Plan Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the IEN Comprehensive Strategic Plan.

BOARD ACTION

I move to approve the Idaho Education Network Comprehensive Strategic Plan, and to authorize the Board President to sign the plan on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Connect, Instruct, Achieve

"Partnerships Linking Idaho"

A Comprehensive Strategic Plan

Department of Administration, Board of Education and Department of Education

Operating Years 2012 - 2022

March, 2012

IDAHO EDUCATION NETWORK

C.L. "BUTCH" OTTER GOVERNOR

One of the most exciting developments in Idaho over the last few years has been the development of the Idaho Education Network (IEN). The expansion of this vital infrastructure into every corner of our state has the potential to enhance opportunities for our students, teachers, and communities in an unprecedented way.

The recent completion of the first phase of the IEN, connecting all of Idaho's high schools, demands that we shift our mission from one of construction to one of maximizing the use of this dynamic tool.

I have personally participated in classes delivered over the IEN and witnessed the capabilities now at our fingertips around the state and beyond. Idaho teachers and high school st5udents have already earned more than 1,300 college credits by using the IEN last spring and I am determined to build on our initial success

In cooperation with the State Board of Education, the State Department of Education, and the Idaho Education Network, I have established a strategic planning committee to help usher the IEN into and beyond connectivity to full use, both as an instructional tool across all levels of education and as an asset to our communities.

Just as the IEN was built out under budget and almost a year ahead of schedule, we are poised to move as efficiently and effectively as possible to serve the needs of our students and other users around the state. The strategic planning process will begin in December 2011 and culminate early in the spring.

As Always – Idaho, "Esto Perpetua"

"Butch" Otter
Governor of Idaho

IDAHO EDUCATION NETWORK

Our Commitment

The IEN partnering entities and stakeholders are committed to creating and maintaining a world-class, customer-centric education delivery system that serves Idaho students, families, and communities as well as promotes state and local economic development.

Currently the IEN partnering entities and stakeholders have several initiatives underway such as the State Department of Education's Students Come First (SCF) initiative, the State Board of Education's Complete College Idaho (CCI) initiative, Idaho Commission for Libraries and Idaho Public Television's online@yourlibrary, the Governor's iGem and Project 60 initiatives, the J.A. and Kathryn Albertson Foundation's Go On and Lead campaigns and others. This plan identifies and supports elements of the each of the entities strategic plans as well as the goals and objectives of the Idaho Education Alliance. Working collaboratively the IEN can be leveraged by each stakeholder to achieve success in these initiatives as well as aid in each partnering entity in meeting their individual strategic plan goals.

To that end, each partnering entity has agreed to efficiently and effectively leverage resources and relationships as outlined in this document toward successful implementation of the IEN's ***Connect, Instruct and Achieve*** outcomes.

_____

Mr. Richard Westerberg
President Idaho State Board of Education

_____

Mr. Superintendent of Public Instruction
Superintendent of Public Instruction

_____

Ms. Director of Admin
Director Department of Administration

IDAHO EDUCATION NETWORK

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IDAHO EDUCATION NETWORK

Comprehensive Strategic Planning Committee Members

- Mr. Richard Westerberg, President, Idaho State Board of Education
- Mr. Tom Luna, Superintendent of Public Instruction
- Dr. Michael Rush, Executive Director, Office of the State Board of Education
- Mr. Roger Brown, Education Policy Advisor, Office of the Governor
- Ms. Teresa Luna, Director, Department of Administration
- Mr. Nick Smith, Deputy Superintendent of Federal Programs, State Department of Education
- Sen. Russ Fulcher, Idaho State Senate, Majority Caucus Chair
- Rep. Bob Nonini, Idaho State House, Chairman Education Committee
- Dr. Jerry Beck, President, College of Southern Idaho
- Dr. Tony Fernandez, President, Lewis-Clark State College
- Dr. Marty Schimpf, Provost, Boise State University
- Dr. Joe Fleishman, Director of Workforce Training, Idaho State University
- Ms. Joyce Popp, IT Resource Manager, State Department of Education
- Ms. Wanda Quinn, Past President, Idaho School Boards Association, Trustee Coeur D' Alene School District
- Mr. Melvin Beutler, Superintendent, Westside School District
- Mr. Dave Davies, Principal, Weiser School District
- Ms. Michelle Chavez, Teacher, Weiser High School
- Mr. Dave Gural, Teacher, Eagle High School
- Mr. Randy Bow, IT Resource Manager, Idaho School for the Deaf and Blind
- Mr. Dwight Johnson, Administrator of Workforce and Policy Planning, Idaho Department of Labor
- Dr. Lisa Dawley, Professor, Boise State University
- Dr. Cheryl Charlton, CEO, Idaho Digital Learning Academy
- Rep. Dr. Ronda Menlove, Senior Vice-provost, Utah State University
- Dr. Jeff Fox, Executive Vice President/Chief Academic Officer, College of Southern Idaho
- Mr. Jason Bransford, Director, Idaho Digital Education Academy
- Ms. Susan Johnson, Curriculum Coordinator, Division of Professional-Technical Education
- Ms. Selena Grace, Chief Academic Officer, Office of the State Board of Education
- Dr. Kathy Hagler, Hagler and Associates, Facilitator
- Dr. Sally Anderson, Hagler and Associates, Facilitator

Note: Additional input provided by the Idaho Commission for Libraries and Idaho Public Television

IDAHO EDUCATION NETWORK

IPRAC – IEN Program Resource Advisory Council

- Mr. Superintendent of Public Instruction, Superintendent of Public Instruction
- Ms. Director of Admin, Director, Department of Administration
- Dr. IDLA CEO, Chief Executive Officer, Idaho Digital Learning Academy
- Dr. Jerry Reininger, Director of Information Systems, Meridian School District
- Dr. John Miller, Instructional Dean, College of Southern Idaho
- Mr. Jay Larsen, Executive Director, Idaho Technology Council
- Ms. Shelly Sayer, Vice President of Finance, Premier Technology, Inc.
- Rep. Bob Nonini, Idaho House, Chairman Education Committee
- Rep. Darrell Bolz, Idaho House JFAC
- Rep. Wendy Jaquet, Idaho House JFAC
- Sen. Bert Brackett, Idaho Senate JFAC
- Sen. John Goedde, Idaho Senate, Chairman Education Committee
- Sen. Shawn Keough, Idaho Senate JFAC

IEN Staff

- Dr. Cliff Green, Executive Director
- Mr. Brady Kraft, Technical Director
- Mr. Garry Lough, Communication Director
- Ms. Julie Best, Content Specialist
- Mr. Mike Costa, IVC Specialist

Additional Support

- Ms. Sally Brevick, Administrative Support
- Ms. Andy Lanning, Professional Development Coordinator

IDAHO EDUCATION NETWORK

Introduction

As Thoreau tells us, the endeavors of mankind not only elevate ourselves, but that of our neighbors, friends, and in education, the students we serve. Thoreau's "Conscious Endeavor" can be applied to the IEN designed to provide opportunity for all Idaho students and their communities and to "elevate lives."

> ***I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor. - Henry David Thoreau***

The basis for the IEN Comprehensive Strategic Plan emerges primarily from the need to leverage stakeholder expertise and resources to successfully implement ***Connect, Instruct and Achieve*** outcomes. Successful strategy development and execution depends upon understanding, shaping and fulfilling the needs and expectations of stakeholders.

To that end, IEN staff, members of the IEN Comprehensive Joint Strategic Planning Committee and members of IEN Program Resource Advisory Council (IPRAC) were asked to participate in an interview process. Forty-two interviews were conducted either in person or by telephone. The IEN staff with invited stakeholders conducted a preliminary analysis of the comments using an affinity diagram, organizing comments into recurring themes. The big idea to emerge from comments is the mutual purpose of multiple stakeholders who hold an element of responsibility - ***deliver high quality virtual learning to Idaho students and communities.*** Four strategic imperatives emerged as focus areas:

Focus Area 1 - *Provide quality systems operations*:

- Dependable, state of the art **technical equipment and connectivity.**
- Processes to **communicate, market** available services.
- Support structures for **implementation.**
- **Professional development** for teachers, providers and leaders to build people capabilities to use technology optimally.

Focus Area 2 - *Work collaboratively across partners*:

- Clarify roles, relationships and responsibilities.

Focus Area 3 - *Provide quality student learning experiences that include*:

- Rigorous **content** aligned to Idaho standards, college or career expectations.
- **Instruction** that motivates, engages and challenges students.

Focus Area 4 - *Demonstrate accountability*:

- Clarify key performance indicators that should be measured, monitored and reported.
- Clarify reporting processes.

The data identified and classified under the four focus areas were then used by smaller workgroups of the CSP Committee to develop goals, strategies, actions and measures by which success can be achieved.

According to Kevin Baum, "there is no such thing as independence when it comes to performance measurement. Performance in all your services both affect and influence (and are influenced by) performance in other services." In the case of the IEN the success of ***Instruct and Achieve*** outcomes rely on the success of the ***Connect*** outcome and vise versa. To that end, the result of many hours of interviews, discussion and stakeholder collaboration is the IEN CSP (the plan). The plan is meant to be a "living" document whereby the staff, advisory board and partners become performance informed having a compass by which to guide the operation as well as having a filter for making decisions toward the three outcomes, ***Connect, Instruct and Achieve.***

In summary, collaboration across partnering entities and stakeholders is an essential ingredient if Idaho is to realize the mutual purpose- ***deliver high quality virtual learning to Idaho students and communities***. Each partner is essential but not sufficient alone to bring this vision to fruition in a robust manner. Partners who serve multiple missions and functions must collaborate across the white space that separate them to integrate, align, coordinate and provide seamless responses to the end users-teachers and students.

IDAHO EDUCATION NETWORK

Vision

The Idaho Education Network is Idaho's statewide managed network solution connecting all public education institutions and pr oviding opportunities for students and communities.

Mission

The Idaho Education Network provides access and equity of educational opportunities for Idaho's students and communities resulting in empowerment and achievement of all Idaho's citizens.

Core Values

- **Student/Learner Centered**
- **Education Consumer Centered**
- **Fiscally and Technically Responsible**
- **Standards Based, Open Architecture**
- **Collaborative**
- **Integrity Above All**

IDAHO EDUCATION NETWORK

FOCUS AREA ONE

Quality System Operations

Technical System

System Scheduling

System Upgrade

In some ways the definition of 'Brave New World', as written by Aldous Huxley in 1931 fits the situation today, "A **world** or realm of radically transformed existence, especially one in which technological progress has both positive and negative results". The IEN has been charged with the creation, maintenance, and on-going viability of a system that can transform the education system. Now that statutory Phase I is complete, it is important to identify areas requiring sustained effort, additional development or new inventions. For purposes of this analysis, the term *system operations* is used to include both technology related functions as well as other key capabilities of an infrastructure that can deliver reliably, capably and consistently.

IDAHO EDUCATION NETWORK

Goals, Strategies, Actions, Responsibilities and Timeline

X= Lead Agency (GOV, SBOE, SDE, ADM, Higher Ed, IDLA, DOL, PTE, ICfL/IPTV)

GOAL 1.1– Technical System: IEN facilitates *access* and *equity* of educational opportunities for Idaho students.

Strategy 1.1 - Engage all stakeholder participants in order to increase access, equity and use of the IEN			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
1.1.a Remove barriers to expanding the capacity for use of the system	ADM	Director of Admin	Ongoing
1.1.b Sustain connectivity, delivery capabilities for receiving and origination sites	ADM	IEN Technical Director	Ongoing
1.1.c Leverage SDE conferences and activities to include IEN information and discussion with various superintendent, and high school administrator groups to foster adoption and expansion, where appropriate	SDE /ADM	IEN Communication Director, SDE Deputy Superintendent Federal Programs	Ongoing
1.1.d Connect new schools as identified and approved	ADM	IEN Technical Director	Ongoing
1.1.e Monitor and maximize efficiency of bandwidth consumption	ADM	IEN Technical Director	Ongoing
1.1.f Provide 24x7 technical systems support	ADM	IEN Technical Director	Ongoing

IDAHO EDUCATION NETWORK

GOAL 1.2 – System Schedules: Schedules are provided to improve use and acceptance of IEN in K-12 schools.

Strategy 1.2 – Provide scheduling interactivity and visibility for IEN users			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
1.2.a Implement IVC scheduling software Phase 1 – Centralized Scheduling	ADM	IEN Program Specialist and IEN Communication Director	2012
1.2.b Implement IVC scheduling software Phase 2 – Decentralized Scheduling	ADM	IEN Program Specialist and IEN Communication Director	2013
1.2.c Provide ongoing support for the IVC scheduling and make it interactive and easy to use	ADM	IEN Program Specialist and IEN Communication Director	Ongoing
1.2.d Determine participation in the state online content clearinghouse for IEN scheduling	ADM	IEN Communication Director	2012

GOAL 1.3 – System Upgrade: IEN operates with appropriate technology.

Strategy 1.3 – Research, aggregate, design and implement new education resource over IEN			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
1.3.a Plan for expansion for middle and elementary schools, libraries, and government agencies and departments pending legislative approval	ADM/IPRAC	Director of Admin	Ongoing
1.3.b Integrate Blackboard and IEN IVC users	ADM/SBOE/IDLA	IEN Communication Director, IEN Technical Director, SBOE Chief Academic Officer, IDLA CEO	2012
1.3.c Investigate and approve new and emerging video and networking technologies	ADM	IEN Communication Director, IEN Technical Director	Ongoing
1.3.d Develop a framework for contract renewal of broadband providers	ADM	Director of Admin, IEN Technical Director, CIO Admin	2012
1.3.e Set broadband provider contracts for ongoing operations	ADM	Director of Admin, CIO Admin, IEN Technical Director	2014
1.3.f Support inter-operability standards on equipment additions to IEN system	ADM	Director of Admin, CIO Admin, IEN Technical Director	2012
1.3.g Explore use of cloud technology	ADM	Director of Admin, CIO Admin, IEN Technical Director	2012

IDAHO EDUCATION NETWORK

FOCUS AREA TWO

Collaboration and Partnerships

IDAHO EDUCATION NETWORK

Partnerships

Funding and Finance

Idaho Communities and Economic Development

Collaboration across partnering entities and stakeholders is an essential ingredient if Idaho is to realize the mutual purpose- ***deliver high quality virtual learning to Idaho students and communities***. Each partner is essential but not sufficient alone to bring this vision to fruition in a robust manner. Partners who serve multiple missions and functions must collaborate across the white space that separate them to integrate, align, coordinate and provide seamless responses to the end users-teachers and students. Because of the numbers of departments and governmental structures that need to collaborate in a coordinated manner, there needs to be clear authority to make that happen.

IDAHO EDUCATION NETWORK

Goals, Strategies, Actions, Responsibilities and Timeline

X= Lead Agency (GOV, SBOE, SDE, ADM, Higher Ed, IDLA, DOL, PTE, ICfL/IPTV)

GOAL 2.1 – Partnerships: Partnerships are in place around "Connect, Instruct and Achieve."

Strategy 2.1 – Create partnerships which maximize the effectiveness and use of the IEN			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
2.1.a Develop and clarify effective structure, coordination of processes and system support for the IEN ***"Instruct and Achieve"***	GOV/SBOE/SDE /ADM/ **IDLA**	SBOE Executive Director, Director of Admin, Superintendent of Public Instruction, IDLA CEO	2012
2.1.b Formalize roles and relationships and outline specific responsibilities of each entity to maximize the success of the IEN	SBOE/SDE/ADM	SBOE Executive Director, Director of Admin, Superintendent of Public Instruction	2012
2.1.c Develop partnerships with IDLA to leverage current state resources in relation to IEN, SCF, etc.	ALL	SBOE Executive Director, Director of	2013

Strategy 2.1 – Create partnerships which maximize the effectiveness and use of the IEN			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		Admin, Superintendent of Public Instruction	
2.1.d Obtain authorization to make K-12 system use recommendations through MOUs on best practices and expected outcomes	SDE/ADM	Director of Admin, Superintendent of Public Instruction	2012
2.1.e Establish effective coordination with other major service providers such as IRON	ADM/SBOE	IEN Technical Director, SBOE Executive Director	Ongoing
2.1.f Continue to promote legislators use of IEN for connecting with constituencies	ADM	Director of Admin	Ongoing
2.1.g Establish partnerships with business and industry education initiatives (Micron, INL, etc.)	ADM	Director of Admin	Ongoing

IDAHO EDUCATION NETWORK

GOAL 2.2 - Partnerships: State and local policies are in place to effectuate "Connect, Instruct and Achieve."

Strategy 2.2 - Identify, create and implement IEN policies, practices and procedures			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
2.2.a Develop and use a customer survey to gauge service and inform policy creation for ***systems operation***	ADM	Director of Admin	2012
2.2.b Develop a periodic analysis of technical, resource and programmatic capabilities of post secondary institutions for use of IEN	SBOE/ADM	SBOE Chief Academic Officer, IEN, Communication Director	Ongoing
2.2.c Create policy, access agreement and procedure for school districts to connect to postsecondary providers	ADM/SBOE/SDE	Director of Admin, SBOE Chief Planning and Policy Officer, SDE Deputy Supt.	2012
2.2.d Create access agreement and procedure for postsecondary providers to connect to IEN facilities in districts	ADM/SBOE	SBOE Executive Director, IEN Program Specialist	2012
2.2.e Support the creation and/or retention of state and local policies that advocate for a consumer-centric delivery system	SBOE/ADM/SDE	SBOE Chief Planning and Policy Officer, Director of Admin, SDE Deputy Superintendent of Federal Programs	Ongoing
2.2.f Evaluate effectiveness of customer service experience to drive creation of policy and procedure for IEN "***Instruct and Achieve" outcomes****	SDE/SBOE	SBOE Chief Planning and Policy Officer, SDE Deputy Superintendent Div of Teachers and Leaders, SBOE Chief Academic	2013

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		Officer	
2.2.g Create policy and procedures guide for K-12 ***operational*** systems under ***"Connect"***	ADM	Director of Admin	Ongoing
2.2.h Create guide for K-12 best practices and instructional delivery over IEN	SDE/Higher Education	SDE Deputy Superintendent Div of Teachers and Leaders, SDE Digital Content Coordinator	Ongoing
2.2.i Develop partnerships and policies for improved access to post secondary education programming	SBOE	SBOE Executive Director	Ongoing
2.2.j Support SCF Technology Taskforce recommendations on cyber-bullying prevention (IC: 18-917A) digital citizenship and incorporation of the AG's online safety program as part of student online orientation	SDE/ADM/SBOE/ICfL/ IPTV/ **IDLA**	SDE Coordinator of Parent Involvement, SDE Director Students Come First, Director ICfL, IDLA CEO	Ongoing

*See Glossary for definition

GOAL 2.3 – Finance and Funding: IEN has reliable and ongoing funding to effectuate increased use, and system expansion.

Strategy 2.3 – Create sustainable funding for the IEN			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
2.3.a Explore long-term funding opportunities for expansion of IEN services	ALL	ADM - Director of Admin SDE – Superintendent of Public Instruction SBOE – Board President	2013-14
2.3.b Secure funding for ***"Connect"*** outcome of IEN	ADM	Director of Admin	2012
2.3.c Secure funding for ***"Instruct and Achieve"*** outcomes of IEN	SDE/SBOE	Superintendent of Public Instruction, SBOE Executive Director	Ongoing
2.3.d Develop a delivery model where post secondary institutions are encouraged and incentivized to offer content over IEN	SBOE	SBOE Executive Director, SBOE Chief Academic Officer, SBOE Chief Planning and Policy Officer	2013
2.3.e Develop adequate funding for dual credit offered over the IEN	SBOE/Higher Ed	SBOE Executive Director, SBOE Chief Financial Officer, SBOE Chief Academic Officer	2012

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ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
2.3.f Support the SCF Technology Taskforce recommendations to create a contract template which contemplates local and state agreements for online courses as well as fractional ADA funding RE: Idaho Code 33-1627 (2) (a-d)	SDE/ADM	SDE Deputy Chief of Staff, IEN Communication Director	2013
2.3.g Monitor changes in and continue to manage e-rate through a consolidated application process to maximize funding for system operation	ADM	IEN Technical Director	Ongoing
2.3.h Support the Students Come First Taskforce recommendation to review Idaho K-12 public school funding models	SDE/ADM	SDE Deputy Superintendent of Finance, IEN Program Specialist	2012
2.3.i Review SDE technology funding under SCF for use in securing technology or professional development resources	SDE/ADM/Higher Education	SDE Deputy Superintendent Div of Teachers and Leaders, SDE Director Students Come First, Director of Admin	2013
2.3.j Develop adequate staffing of agencies and departments for support of ***"Connect, Instruct, Achieve"***	ADM/SDE/SBOE	Director of Admin, SBOE Executive Director, Superintendent of Public Instruction, SDE Chief of Staff	Ongoing
2.3.k Support SBOE's College Access Challenge Grant for counselor professional development	SBOE/Higher Ed	CACG Project Coordinator	Ongoing

IDAHO EDUCATION NETWORK

GOAL 2.4 - Idaho's Communities and Economic Development: IEN is used to deliver community education and promote economic development.

Strategy 2.4 - Support a consumer-centric model whereby local communities have the ability to access and implement learning opportunities			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
2.4.a Develop a process and template for school districts to complete a local community education needs assessment	DOL/Higher Ed/PTE	IDOL Administrator, PTE Administrator	2013
2.4.b Increase opportunities for ***community*** access and use of the IEN IVC system*	ADM/Higher Ed/PTE/ICFL/IPTV	IDOL Administrator, PTE Administrator, IEN Communication Director, ICfL Director	2013
2.4.c Develop and implement a marketing plan for state agency use*	ALL	ADM - IEN Communication Director	2013
2.4.d Partner with Idaho Technical Colleges to offer workforce training and community education programming over IEN*	PTE/ADM	PTE Administrator, Director of Admin	Ongoing
2.4.e Partner to offer job search and job skill training over IEN*	ADM/DOL/ PTE/ICfL	Director of Admin, IDOL Administrator, PTE Administrator, Director ICfL	Ongoing
2.4.f Research ways in which IEN can be used for virtual economic development*	ADM/DOL/SBOE/ICfL	Director of Admin, IDOL Administrator, SBOE Chief Academic Officer, Director ICfL	Ongoing
2.4.g Research ways that IEN can be used to serve the Department of Corrections	ADM/PTE/ **IDLA**	Director of Admin, PTE Administrator, IDLA CEO	Ongoing

*use regulated by e-rate

IDAHO EDUCATION NETWORK

FOCUS AREA THREE

Quality Student Experience

IDAHO EDUCATION NETWORK

Content, Courses, and Curriculum (3Cs)

Communications and Public Relations

Professional Development and Training

According to Charles Schwahn and Betrice McGarvey authors of Inevitable*: **Mass Customized Learning, Learning in the Age of Empowerment***, the American education system is woefully antiquated. When educators talk about "transformational" change, it simply isn't. It is now, in this age of empowerment, that as a society we have begun to realize that tweaking the system and having a system which is focused on student achievement are really mutually exclusive. The bottom line is that real transformative change involves making hard choices, which require vision and determination and cannot be swayed by popular opinion. It is incumbent upon us to understand the new reality in today's information age; one is which our students learn in different ways and by different modalities. The "old school" world of the #2 Fort Ticonderoga pencil and spiral notebook must be replaced by mobile 1:1 computing devices, texting, streaming video, YouTube, iPads, and the like. These new technologies have changed our world, but to date have not been adopted in any meaningful, large scale way by the school systems in the United States. Interestingly our young adults and children have quickly adopted new ways of digesting their information electronically outside the school building… they should not have to "power down" when entering the school building to learn.

IDAHO EDUCATION NETWORK

Goals, Strategies, Actions, Responsibilities and Timeline

X= Lead Agency (GOV, SBOE, SDE, ADM, Higher Ed, IDLA, DOL, PTE, ICfL/IPTV)

GOAL 3.1 - 3Cs: Academic achievement and attainment is increased through IEN to support the implementation of common core and college and career preparation

Strategy 3.1 - Expand rigorous, relevant synchronous and asynchronous high quality content to improve student achievement			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.1.a Research and deploy proven practices that impact college preparation, access, retention, and completion in collaboration with state partners	SBOE/SDE	SBOE Executive Director, Superintendent of Public Instruction	Ongoing
3.1.b Support the SCF Technology Taskforce recommendation that Idaho craft and articulate a vision for how technology will support effective instruction and increase student achievement	SBOE/SDE	SBOE Executive Director, Superintendent of Public Instruction	2012
3.1.c Perform a gap analysis, evaluating course and content options currently offered and distance learning delivery modalities	SDE/SBOE/IDLA /ADM	SBOE Chief Academic Officer, SDE Director of Content , IDLA CEO, IEN Communication Director	2013

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.1.d Facilitate accelerated secondary completion and college entry in partnership with local districts	SDE/SBOE	SDE Director of Content , SBOE Chief Academic Officer	2013
3.1.e Support the SCF Technology Taskforce recommendation for professional development by identifying highly qualified K-12 STEM teachers and facilitating their ability to deliver content over the IEN	SDE/Higher Ed	SDE Director Certification and Professional Standards	2012
3.1.f Support the SBOE and SDE's goals of educational attainment by delivering test preparation courses over the IEN	SDE/ICfL	SDE Assessment Director, Director ICfL	Ongoing
3.1.g Support the SBOE and SDE's goals of educational attainment by deploying K-12 core remediation courses and credit recovery over the IEN based on ACCUPLACER/SAT	SDE/SBOE	SDE Assessment Director, SDE Director of Content , SBOE Chief Academic Officer	2012
3.1.h Research SAT test prep courses that can be offered over the IEN and aid in the statewide deployment	SDE/ICfL	SDE Assessment Director, Director ICfL	2012
3.1.i Support online graduation requirements by using iNacol and Common Core standards in the SDE K-12 online curriculum approval process	SDE/ SBOE/IDLA	SDE Director of Content , SBOE Chief Academic Officer, IDLA CEO	2012
3.1.j Support the SCF initiative by partnering with public and private entities to provide high quality, web-based resources and online content which are affordable and accessible by K-12 students	SDE/IDLA/ICfL	SDE Deputy Chief of Staff, SDE Director of Content , SDE IT Resource Manager,	Ongoing

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		IDLA CEO, Director ICfL	
3.1.k Support the SBOE and SDE's goals of education attainment by increasing the availability of K-12 STEM, MAPP, and affordable early completer programming	SDE/ADM/SBOE	SDE Director of Content , SDE Coordinator, Science / STEM, SDE Coordinator, NASA/Social Studies, IEN Communication Director, SBOE Chief Academic Officer	2012
3.1.l Educate IEN users on various options for supplementing instruction such as virtual field trips to facilitate IEN adoption in the classroom	ADM/SDE	IEN Communication Director, SDE Digital Content Coordinator	2012
3.1.m Support the SCF initiative informing counselors, administrators, parents and students of choices over IEN and the impact on graduation (credit check, graduation check, etc.)	SDE/ADM	SDE Director Students Come First, IEN Communication Director	2012-13
3.1.n Research emerging curricular and course educational systems and tools (LMS, IMS, digital assets, etc)	SDE/SBOE/ IDLA	SDE Digital Content Coordinator , SDE Coordinator of Educational Technology , SBOE Executive Director, IDLA CEO	Ongoing

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.1.o Continue to partner with PSPs to rollout professional-technical academy content	ADM/ PTE	IEN Communication Director, PTE Administrator	2014
3.1.p Explore IVC over MCD to IEN sending sites for homebound or students who have restricted access to school.	ADM/SDE	Director of Admin, SDE Deputy Supt.	2015
3.1.q Explore use of IEN to deliver IEP services such as SLP	SDE	Special Ed Coordinator	2015
3.1.r Explore adding lab rooms to IEN offering to increase dual credit and PTE programming	ADM	IEN Technical Director	2015
3.1.s Explore implementing Professional Learning Communities (PLC) training	SDE	SDE Deputy Superintendent Div of Teachers and Leaders	2013
3.1.t Explore providing access to Lili.org and online@your library in state online content clearinghouse or through 1:1 MCDs	SDE/ ICfL/IPTV	SDE Deputy Superintendent Div of Teachers and Leaders, ICfL Public Information Specialist	2012

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GOAL 3.2 - Communication and Public Relations: Stakeholders understand, use and value IEN services.

Strategy 3.2 - Engage all stakeholder participants in order to increase equity, access and use			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.2.a Market the IEN to parents, students, schools and communities	ALL	ADM - IEN Communication Director SBOE – SBOE PIO SDE – SDE PIO ICfL/IPTV – ICfL Public Information Specialist/Director IPTV	2012-2022
3.2.b Provide information on IEN via agency and department websites	ALL	ADM - IEN Communication Director SBOE – SBOE PIO SDE – SDE PIO ICfL/IPTV – ICfL Public Information Specialist/Director IPTV	2012-2022
3.2.c Communicate with users frequently through agency and department publications, websites, etc.	ALL	ADM - IEN Communication Director SBOE – SBOE PIO SDE – SDE PIO GOV – Governor's Chief of Staff	2012-2022

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		ICfL/ /Director IPTV	
3.2.d Collaborate with partners to develop a marketing and communication plan	ALL	ADM - IEN Communication Director SBOE – PIO SDE – PIO ICfL/IPTV – ICfL Public Information Specialist/Director IPTV	2012-2022
3.2.e Demonstrate successful user experiences that detail and validate successful models – Communicate via newsletters, webinars, and updates to Education Associations	ADM/IDLA	IEN Communication Director, IDLA CEO	2012-2013
3.2.f Support the SCF Technology Taskforce recommendation Create a stakeholder web-based registration clearinghouse for courses, professional development, etc	SBOE/SDE/ADM	SBOE Executive Director, SBOE Chief Academic Officer, SDE Director Students Come First, SDE Director of Technology, IEN Communication Director	2013
3.2.g Develop a public awareness campaign which includes participants such as SBOE, SDE, ADM, Office of the Governor, Foundations, etc	ALL	SBOE – SBOE PIO SDE – SDE Deputy Supt. ADM – IEN Communication Director PTE – TBD GOV – Governor's Education Policy Advisor ICfL/IPTV – ICfL Public	2012-2022

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		Information Specialist/Director IPTV	
3.2.h Partner with IASA, ISBA and IEA to eliminate the perception of teacher attrition due to the implementation of IEN	ADM/SDE	IEN Communication Director, SDE PIO	2012 - 2013

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GOAL 3.3 - Professional Development: Highly qualified professionals deliver educational opportunities over IEN.

Strategy 3.3 - Provide professional development for educators on system use and best online instructional practices			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.3.a Support the SCF Technology Taskforce recommendation to develop a multi-year comprehensive professional development plan that encompasses all K-12 initiatives and professional development efforts including statewide, and regional 1:1 deployment and K-8 professional learning opportunities	ALL	SBOE -SBOE Teacher Quality/Special Programs Manager SDE – Deputy Superintendent Div of Teachers and Leaders ADM - IEN Program Specialist, IDLA - IDLA CEO ICfL/IPTV –Director IPTV	2013
3.3.b Support the SCF Technology Taskforce recommendations for professional development by identifying course content providers for pre-service and in-service professional development for K-12 ***teachers and administrators***	SDE/ADM/IPTV/IDLA	SDE Deputy Superintendent Div of Teachers and Leaders, IEN Program Specialist. IDLA CEO, Director IPTV	2012
3.3.c Support the SCF Technology Taskforce recommendation that colleges of education collaborate to ensure pre-service training includes technology classroom integration through the development of regional professional development networks and training teams	SDE/Higher Ed/SBOE/IDLA/ICfL	SDE Deputy Superintendent Div of Teachers and Leaders, SDE Director	Ongoing

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		Certification and Professional Standards, SBOE Chief Academic Officer, IDLA CEO, ICfL Associate State Librarian	
3.3.d Support the SCF Technology Taskforce recommendation that the state develop a strong training and support system for IT and instructional integration professionals by scheduling and delivering professional development and continuing education for K-12 ***teachers and administrators***	SDE/SBOE/Higher Ed/K-12	SDE Deputy Superintendent Div of Teachers and Leaders, SDE Coordinator of Educational Technology , SBOE Teacher Quality/Special Programs Manager	2012
3.3.e Explore a professional development report for K-12 ***teachers and administrators***	SDE/IDLA	SDE Deputy Superintendent Div of Teachers and Leaders, SDE IT Resource Manager, IDLA CEO	2013
3.3.f Convene workgroup to aid in the integration of best online pedagogical practices for K-12 ***teachers*** as outlined in the Idaho Online Teaching Standards (Adopted Spring of 2010)	SDE/Higher Ed	SDE Deputy Superintendent Div of Teachers and Leaders, Higher Education Coordinator	Ongoing

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.3.g Support the SCF initiative by creating online best practice pedagogy materials for dissemination to ***teachers*** via various electronic medium such as Schoolnet	SDE/ **IDLA**	SDE Digital Content Coordinator, SDE Director of Content, IDLA CEO	2013
3.3.h Support the SCF initiative by offering Schoolnet training and workshops for ***teachers*** that will allow for the exchange of methods, curriculum and usage topics	SDE	SDE Director Students Come First, SDE Coordinator, ISEE Educator Professional Dev	Ongoing
3.3.i Develop and deliver IEN professional development for school board trustees to demonstrate and promote IEN adoption	ADM	IEN Communication Director	2013
3.3.j Support the SDE goals of educational attainment, partner with PSPs to identify and facilitate delivery of ***teacher*** professional development on ISAT preparation to promote college readiness	SDE/ IDLA	SDE Assessment Director, SDE Deputy Superintendent Div of Teachers and Leaders, IDLA CEO	Ongoing
3.3.k Support the SCF Technology Taskforce recommendation for professional development, and in partnership with colleges and universities. ie: provide predictable continuing education opportunities such as the opportunity for educators to take courses toward a degree	SBOE/ADM/SDE/ICfL	SBOE Teacher Quality/Special Programs Manager, Director of Admin, SDE Director Certification and Professional Standards, SDE Deputy Superintendent Div of Teachers and Leaders	Ongoing
3.3.l Develop and deliver professional development for K-12 Professional-Technical Educators over the IEN	ADM/PTE	Director of Admin, PTE Administrator	Ongoing

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.3.m IEN Communication's Director to present to pre-service teachers on the role of IEN in Idaho Education	ADM/Higher Ed	IEN Communication Director	Ongoing
3.3.n Support the State Department of Education in delivering Student leadership development of the Idaho Student Technology Council	SDE/ADM	SDE Deputy Superintendent Div of Teachers and Leaders, IEN Communication Director	Ongoing
3.3.o Support the State Department of Education in delivering information to promote parent understanding of SCF 1:1 deployment	SDE/ADM	SDE Deputy Superintendent Div of Teachers and Leaders, IEN Communication Director	Ongoing
3.3.p Explore development of 10-site model IEN school program for training	ADM/SDE	IEN Program Specialist, SDE Deputy Superintendent Div of Teachers and Leaders	2015

Goal 3.4 – Training: Well trained and developed facilitators are in place.

IDAHO EDUCATION NETWORK

Strategy 3.4 - Provide training to increase the quantity and quality of facilitators and proctors			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
3.4.a Identify training needs of IVC ***facilitators***	ADM	IEN Program Specialist, IEN Communication Director	2012 - 2022
3.4.b Identify content for training IVC ***facilitators***	ADM	IEN Program Specialist, IEN Communication Director	2012 - 2022
3.4.c In partnership with PSPs, schedule and deliver training for ***facilitators***	ADM	IEN Program Specialist, IEN Communication Director	2012 - 2022
3.4.d Identify, define and provide origination/receive roles and responsibilities of IVC ***facilitators***	ADM	IEN Program Specialist, IEN Communication Director	2012
3.4.e Develop and deploy IVC scheduling software ***facilitator*** guide	ADM	IEN Program Specialist, IEN Communication Director	2012

IDAHO EDUCATION NETWORK

FOCUS AREA FOUR

Demonstrate Accountability

IDAHO EDUCATION NETWORK

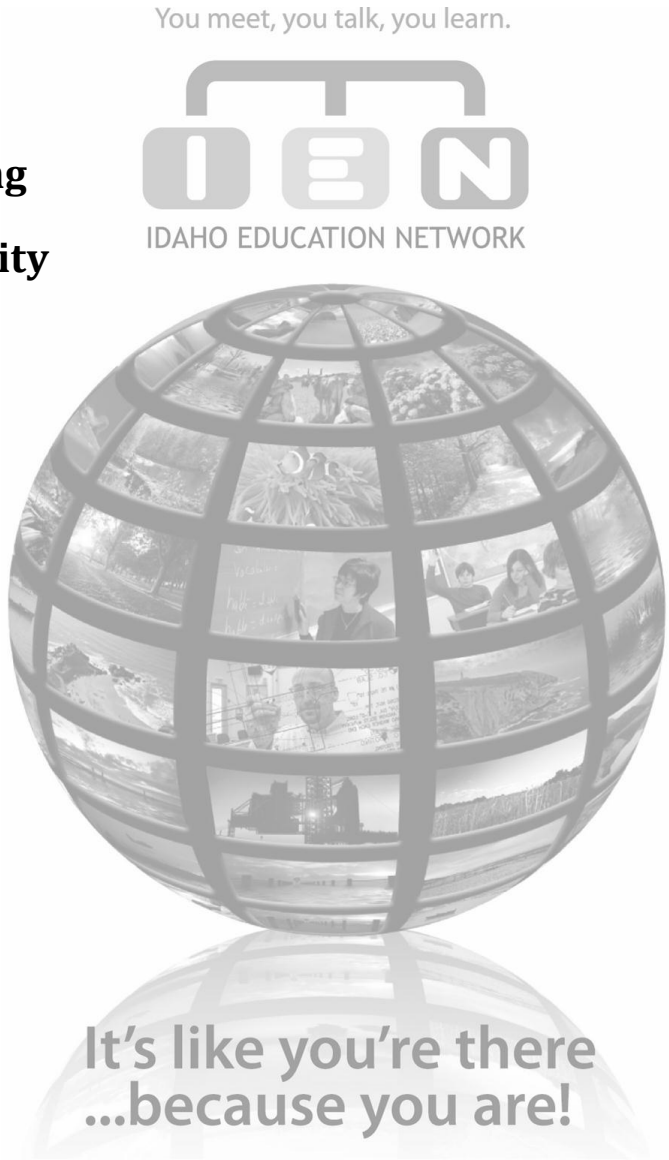
Timely and Usable Data

Timely and Usable Reporting

Implementation Accountability

Accountability must be viewed as multifaceted with each stakeholder being answerable for their own performance. There was agreement across respondents that all stakeholders involved need to be answerable to one another, to funders and to patrons. Two areas emerged:

- Clarify key performance indicators that should be measured, monitored and reported.
- Clarify responsibility for monitoring and reporting on specific performance indicators.



IDAHO EDUCATION NETWORK

Goals, Strategies, Actions, Responsibilities and Timeline

X= Lead Agency (GOV, SBOE, SDE, ADM, Higher Ed, IDLA, DOL, PTE, ICfL/IPTV)

GOAL 4.1 - Implementation Accountability: Accountability system and metrics are in place to ensure successful implementation of the IEN CSP.

Strategy 4.1 - Partner to develop a pragmatic system under which the 10 year CSP can be monitored and implemented			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
4.1.a Develop an IEN CSP implementation group (4 person) to meet and monitor the deployment of the strategic plan	SBOE/ SDE/ ADM/GOV	Director of Admin, Superintendent of Public Instruction , SBOE Executive Director, Governor's Education Policy Advisor	2012
4.1.b Schedule two (2) meetings per year to review progress of the Dashboard KPIs outlined in Focus Area Four, Goal 4.3, and the Plan Goals Strategies, Actions and make recommendations to the IEN CSP implementation group in 4.1.a	ADM/IPRAC	Director of Admin, and IPRAC Committee	Ongoing
4.1.c Operationalize the IEN CSP for ***Connect, Instruct and Achieve*** outcomes and the IEN Executive Director will monitor implementation progress against CSP measures and report to the SBOE/IPRAC/ITAC	SBOE/ SDE/ ADM/GOV	IEN Executive Director, Superintendent of Public Instruction ,	2012

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
		SBOE Executive Director, Governor's Education Policy Advisor	
4.1.d Support securing a quality external evaluator for a long-term study on the effects of the SCF and IEN deployments on student achievement	SDE/ADM/SBOE	Superintendent of Public Instruction, SBOE Executive Director, Director of Admin	2012-2016
4.1.e Support studies at the local school level as part of the SDE granting process for SCF deployment on student achievement using growth model	SDE/ADM/SBOE	Superintendent of Public Instruction, SBOE Executive Director, Director of Admin	2012-2016
4.1.f Continue develop the St. Maries Client Case Study to perfect operation for the rural client	ADM	Director of Admin	2012

IDAHO EDUCATION NETWORK

GOAL 4.2 - Timely and Usable Data: IEN stakeholders have timely and accurate data to make decisions.

Strategy 4.2 - Create and disseminate timely, usable data to agencies, departments and stakeholders			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
4.2.a Collaborate to develop a data sharing agreement between stakeholder agencies and departments for intervention and reporting	ALL	SBOE–Executive Director SDE/K-12 –IT Resource Manager IEN –Communication Director DOL –Administrator	2012
4.2.b Collaborate to develop common, instructional metrics for measuring success of impact on "***Instruct and Achieve"*** (See Focus Area 4 - Accountability for Idaho Virtual Learning Dashboard)	SBOE/SDE	SBOE Executive Director, SDE Deputy Superintendent Div of 21st Century Classroom	2012
4.2.c Given common data points agreed to in 4.2.b develop processes for identification of districts not meeting AYP or data shows low core scores and recommend IEN as one possible solution	SDE/SBOE/ADM	SDE Deputy Supt., SDE Director, Statewide System of Support, SBOE Chief Academic Officer, IEN Communication Director	Ongoing
4.2.d Given data from 4.2.b identify and develop specific interventions which *may* be deployed through the IEN	SDE/SBOE/ADM	SDE Deputy Supt., SDE Director, Statewide System of Support, SBOE Chief Academic Officer, IEN Communication Director	Ongoing

ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
4.2.e Support the SBOE alignment and integration of ISEE secondary data with the P-20W SLDS.	SBOE/SDE	SBOE Executive Director, SDE IT Resource Manager	2012
4.2.f Higher Education to collaborate with partners to develop pilot studies to track success of IEN student participants through learning analytics	ALL	SBOE - Executive Director Higher Ed Representative	Ongoing
4.2.g Establish an advanced program usage metric for system operations	ADM	Director of Admin, IEN Technical Director	2012

IDAHO EDUCATION NETWORK

GOAL 4.3 - Timely and Usable Reporting: Stakeholders have timely and accurate reports.

Strategy 4.3 - Develop, coordinate and disseminate relevant, timely and accurate reporting to staff and stakeholders			
ACTIONS	AGENCY	RESPONSIBLE PERSON	TIMELINE
4.3.a Develop and deliver timely updates of the IEN CSP to stakeholders	ALL	ADM – Director of Admin SBOE –Executive Director SDE –Deputy Supt.	2013 - 2022
4.3.b Develop and deliver a report and presentation for non-governmental and foundation funding partners	ADM	Director of Admin	2012
4.3.c Continue to develop and deliver quarterly reports to IPRAC, with distribution to stakeholder agencies and departments	ADM	Director of Admin	2012 - 2022
4.3.d Continue to develop and deliver a legislative annual report that includes statutory reporting requirements	ADM	Director of Admin	2012 - 2022
4.3.e Develop reports which outline accomplishments and recommendations for improvement of ***"Instruct and Achieve"*** outcomes based on data collection and analysis	SDE	SDE Deputy Supt., SDE IT Resource Manager	2012 - 2022
4.3.f Review and disseminate SDE compiled dual credit report for early and traditional completers	SDE	SDE Director of Content , SDE IT Resource Manager	2013
4.3.g Provide event and program reporting to support course identification and selection	ADM	IEN Program Specialist and IEN Communication Director	2012-2022
4.3.h Create and disseminate a ***facilitators*** training report to stakeholders	ADM	IEN Program Specialist, IEN Communication Director	2012 - 2022

IDAHO EDUCATION NETWORK

"Envisioning the Future"
Long Term Considerations

Just as the successful deployment of the IEN ***Connect, Instruct and Achieve*** outcomes requires a partnership commitment of stakeholders working in concert, so does the long-term planning process. In addressing the long-term success and viability of the IEN one should take into consideration multiple sources of data to make informed, yet flexible decisions. An important consideration informing long-term planning decisions is technology trending data. One of the seminal sources for trending data is the ***NMC Horizon Report*** (2012). According to the authors, the report "reflects the realities of the time both in higher education and in the world at large." More importantly, many of the key trends in the report can be applied to K-12 education.

The authors report on six areas which those who are planning should consider:

1. People expect to be able to work, learn, and study whenever and wherever they want;
2. The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized;
3. The world of work is increasingly collaborative, driving changes in the way student projects are structured;
4. The abundance of resources and relationships made easily accessible through the internet is increasingly challenging us to revisit our roles as educators;
5. Education paradigms are shifting to include online learning, hybrid learning and collaborative models, and
6. There is a new emphasis in the classroom on more challenge-based and active learning.

In addition to the six areas of which to consider, the authors also surface some significant additional challenges:

1. Economic pressures and new models of education are bringing unprecedented competition to the traditional models of …education;
2. Appropriate metrics of evaluation lag the emergence of new scholarly forms of authoring, publishing and researching;
3. Digital media literacy continues its rise in importance as a key skill in every discipline and profession;
4. Institutional barriers present formidable challenges to moving forward in a constructive way with emerging technologies, and
5. New models of scholarship are presenting significant challenges for libraries and university collections, how scholarship is documented and the business model to support these activities.

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As technology advances the integration into students' lives in relation to the way they learn, process and apply knowledge must also keep pace. According to Lisa Dawley of Boise State University, using new delivery vehicles "isn't just teaching online, it's increasing learner engagement and performance outcomes using technology." Similarly, IEN stakeholders must consider such advances and where the learner will be in regarding technology when decisions are made which affect the future operation of the IEN.

That said, there is inherent difficulty in operational planning past a three year horizon. Many factors, foreseen and unforeseen, can affect outcomes individual partnering entities planning efforts such as government budgeting process, spending authority, addition of FTE, political landscape, etc. Any one of these inputs could change the direction of an individual partner's effort(s) and therefore, IENs.

The following are the committee's input on where IEN's resources and efforts could focus on in years 4-10

- **4-5 Years**
  - If approved, deploy IEN Phase 3 – School and community library broadband connections and IVC capability
  - If approved, deploy IEN Phase 3 - State agency broadband connections and IVC capability
  - Continue to explore economic development opportunities (partnerships with Dept of Commerce, iGem, Project 60, Better Business Bureau, Chambers of Commerce, etc)
  - PTE – Develop for-credit courses such as GPS, construction safety "one off" courses which may, but don't necessarily lead to a capstone course
  - Program to introduce online teachers to new and 'edgy" technology for use in instruction
  - Explore game-based and virtual world content
  - Develop access agreements once libraries are connected
  - Explore after school programming with ICfL
  - Consider adding to the research agenda teacher the impact of technology on teacher-librarians
  - Consider developing and delivering IEN training for library boards to promote IEN adoption and use
  - Consider teacher-librarians as facilitators and explore training opportunities

- **6-7 Years**
  - Explore concept of "every high school is a community college"
  - Explore expansion of college and degree technical certificate programs over the IEN similar to UEN

- Explore IB program over IEN
- Explore fee for service, private school, college and university access
- Explore broadcasting of state championship high school sporting events to local communities to promote IEN (IHSAA)

- **8-10 Years**

  - Explore a Western States or inter-state consortium of providers
  - Promote a competency or mastery-based system instead of the current Carnegie unit system
  - Promote alignment of bell schedules statewide and/or by time zone
  - Seek out resources for "think-tanks"

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Idaho Virtual Learning Dashboard

The dashboard below is an adaptation of the balanced scorecard framework used extensively in business and industry, government, and nonprofit organizations worldwide to align strategy to performance measurement. The dashboard below includes indicators that are customer, capacity and financially focused. Two types of indicators have been specified: ***lagging indicators***, outcomes that are summative in nature and typically occur upon completion of a school year and ***leading indicators***, more frequently occurring indicators that can be used as process correlates to the lagging indicators. Specific indicators were selected that represent multiple missions and goals of state agencies involved. These indicators include vital contributing factors that users, providers, funders and policy makers need to influence and evaluate the multiple components of performance. Given this shared responsibility, multiple agencies have a responsibility for the lagging indicators. That is specified in the table below. The management, monitoring and reporting of this dashboard requires collaboration and coordination across specified agencies.

		KEY PERFORMANCE INDICATOR	LEAD AGENCY
Customers	**Lagging**	**The following general outcomes should be disaggregated by use of virtual learning to determine any patterns correlations:** 1. Increased Graduation Rates (High School, Post-Secondary)	LEA, SDE, SBOE
		2. Improvements in Student Achievement on state, national tests	LEA, SDE, SBOE
		3. Increased number of students and improved performance in AP classes, dual credit classes	LEA, SDE, SBOE
		4. Improvements in college, career preparation on SAT and other entrance exams,	LEA, SDE, SBOE
		5. Increased number of students entering college and/or career	SBOE, DOL
		6. Improvement in college, post-secondary training completion pattern	SBOE
	Leading	7. Decreased number of students requiring remedial courses at college level	SBOE
		8. Increased use of broad band and video tools by stakeholder group	IEN
		9. Increased number of schools originating and receiving content via IEN	IEN
		10. Increased number of users impacted (schools, students, community)	IEN
		11. Increased satisfaction students, users, providers done consistently	IEN
		12. Increased perceptions of the quality of virtual learning experiences	IEN Providers

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		KEY PERFORMANCE INDICATOR	LEAD AGENCY
		13. Increased uses for meetings, extra-curricular student activities, etc.	IEN
Statewide Capacity	Courses	14. Increased number of courses (using broadband and video) aggregate & disaggregate categories	IEN
		15. Increased number of dual credit and AP courses offered by school district	LEA, IEN
		16. Patterns of demand for specific courses, both credit and non-credit, enrollment patterns	IEN
		17. Number of providers, by content area	IEN
	Technology	18. Extent of Bandwidth use	IEN
		19. Scope and quality of connectivity	IEN
		20. Increased use of web site, portals	IEN
		21. Support, service requests, responses	IEN
	People Development	22. Professional development offered, numbers of participants, assessment feedback on PD experience	IEN
	Financial	23. Cost of bandwidth 24. Efficiencies through contract negotiations 25. E-Rate reimbursement	IEN

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Glossary of Acronyms and Terms

Achieve – The third and last of the three outcomes in the IEN deployment

ADM – Department of Administration

Advanced Placement – A college level course taught in the high school context using a standardized course syllabus aligned with the College Board Advanced Placement test for that course

Asynchronous – Occurring at different times, characterized by time independence. The sender and receiver of content do not communicate at the same time.

CACG – College Access Challenge Grant

Connect – The first of three outcomes of the IEN deployment

Content – Something that is contained. ie: the contents of the course or curriculum

Curriculum – The aggregate of courses of study

Course – A prescribed number of lessons, lectures, etc, in an educational curriculum

Distance Learning – A learning modality that utilizes video and audio technologies to allow remote access and interactive participation in a class

Dual Credit – Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus

Dual Credit for Early Completers –Students completing all state high school graduation requirements at any time prior to the beginning of their final twelfth grade semester or trimester term, except the senior project, by no later than the start of the twelfth grade and any other course that the state board of education requires to be completed during the final year of high school, beginning with the 2011-2012 school year are eligible for State paid dual credit up to $75 per credit

High-Speed Broadband – Internet access speed above 1.5 Mbps

Highly Qualified Teacher - A teacher that meets Idaho State requirements for the definition of highly qualified. To be compliant Idaho teachers must be certified in their content area. To be compliant with NCLB, all Idaho teachers of core academic subjects, including special education teachers, must additionally demonstrate subject matter competence in each core academic subjects taught

ICfL – Idaho Commission for Libraries

IEN – Idaho Education Network. A coordinated, statewide telecommunications distribution system for distance learning

IPRAC - IEN Program Resource Advisory Council

IPTV – Idaho Public Television (IdahoPTV)

IRSA – Instruction Research and Student Affairs Committee. A committee of the State Board of Education

ISAT – Idaho Standards Achievement Test

ITAC – IEN Technical Advisory Council

Instruct – The second of three outcomes of the IEN deployment "to provide instruction", and is not synonymous with controlling or dictating the pedagogical craft or methodology of classroom instruction

ISEE – Idaho System for Educational Excellence. The State Department of Education's data collection and repository system

LMS – Learning Management System

LAN - Local Area Network. A short distance data communications network used to connect computers and peripheral devices within the same building.

Learning Analytics – the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs

Longitudinal Data System – A data system that can track student information over multiple years with multiple data points

MCD – Mobile Computing Device

MAPP – Mastery Advancement Pilot Program

OSBE – Office of the State Board of Education

Partner - an entity who shares or is associated with IEN in some action or endeavor

P-20W SLDS –The State Board of Education's P-20 to workforce data collection system

PTE – Division of Professional-Technical Education

SAT – Scholastic Assessment Test

SBOE – State Board of Education

SCF – Student Come First Education Reform Initiative

SDE – State Department of Education

Stakeholder – an entity that has an interest in the IEN

STEM – Science, Technology, Engineering and Math

Synchronous – Occurring simultaneously

IVC – Interactive Video Teleconference

WAN - Wide Area Network. A WAN is a voice, data and/or video network that provides connections from within a building to locations outside that building

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Appendices

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Appendix A
IEN Pro-forma Budget

	2012	2013	2014	2015
Spending Authority	**3,000,000**	**3,300,000**	**3,204,074**	**3,005,293**
Personnel Funds	354,484	399,200	453,209	**469,699**
Operational Funds	2,411,387	2,595,518	2,550,508	**2,435,594**
Capital Funds	100,200	100,000	100,000	**100,000**
Total Expenditures	**2,866,071**	**3,094,718**	**3,103,717**	**3,005,293**
Restricted Funds*	5,541,657	6,263,674	6,202,508	6,039,285
Projected FTE Need				
Projected FTE Needs SDE	**4.5**	**4.5**	**4.5**	**4.5**
Projected FTE Needs SBOE	**.48**	**.48**	**2.0**	**2.0**
Projected FTE Needs ADM	**4.0**	**5.0**	**6.0**	**6.0**
Total Projected FTE Need	**8.48**	**9.48**	**12.5**	**12.5**
Original FTE Estimates 8-12 FTE				

*Currently forecast restricted funding includes: e-rate discount on bandwidth purchased and remaining Title IID grant funds

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Appendix B
CLIENT CASE STUDY

St. Maries
School District #41 and Community

The St. Maries Joint School District is nestled within one of Idaho's beautiful rural communities. The population of St. Maries is approximately 2,800. It is the county seat of Benewah County. The timber industry fuels the local economy, with mining, farming and recreation contributing to its vitality.[1] Recent changes in the housing market and the economy in general have had a negative impact on the timber industry.

St. Maries School District covers 2,350 square miles of rural and somewhat isolated North Idaho. The District serves the communities of St. Maries, Fernwood, Santa, Emida, and outlying areas in Benewah County, in northern Idaho, about 2.5 hours from the Canadian border. The District's Transportation Department travels over 250,000 miles per school year.

The school district enrolls 1,000 students across an elementary, middle and high school with one additional school serving students in outlying areas twenty-four miles outside of St. Maries. The free and reduced lunch rate for the district is fifty-eight percent with ninety-four percent of the students Caucasian. The district has been in declining enrollment over the past ten years. Like many rural districts, declining enrollments and state budget reductions to education have created challenges for this district.

Ninety-six percent of their students graduate. Seventy-two percent of their graduates enroll in higher education after graduation, with an additional seven percent going on to the military. Approximately ninety-five percent of their students met their ISAT reading goal and approximately eighty-eight percent met the ISAT math goal. The district is "committed to Quality Education" and wants to expand the use of distant learning experiences to its students, to its community and local workforce.

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LEADING THE NEXT ERA OF LEARNING: AN ESSENTIAL INGREDIENT

Leaders and educators in this school district want their students to have every possible educational opportunity beyond the borders of their community. The first IVC class at St. Maries High School was a point to point calculus class with Clarkfork High School during the 1998-1999 school year. With this prior experience, they embraced the opportunity to connect with multiple points, across the state, across the country using the most modern equipment. During the 2010-2011 school year, they had thirty-two students in an Ethics class, twenty-eight students in Sociology and twenty-two in Speech. This year, twenty-three students enrolled in Philosophy and nineteen students enrolled in Psychology. There are currently twenty-five students and one community member in evening Speech class. It is open to students first, with available seats opened to community members. Now they are equipped to be a sending site with hopes to offer courses in health occupations next school year.

Leadership has always required vision, conviction and courage. With new opportunities for Idaho students and their communities, organizations will need to be leaderful – full of people at every level of the organizations willing to lead –with courage and conviction to learn and teach. This is visible in St. Maries School District.

The newly appointed superintendent to the St. Maries School District Joe Kren, as a change sponsor, is setting the direction and creating the conditions in the district to develop and expand learning opportunities for students and for the community. He envisions a district where students can graduate with college credits that enable them to have all their entrance courses completed. Students who have chosen a career track would graduate prepared to enter or continue preparation. Local industry, businesses and patrons would come to their schools to continue their learning in the evening and weekends. He sees St. Maries School District as a community hub for learning from cradle through career.

At St. Maries High School, John Cordell, the principal makes it happen. He understands the needs of students and empowers key educators to implement distance programs. One such empowered educator, Merri Jo Gilmore coordinates distance programs, dual credit programs and health occupations. The shared vision of these three leaders working together to unleash the talents and creativity of teachers are a foundation for local innovations in learning opportunities.

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CONNECT AT THE LOCAL LEVEL: DETERMINING LOCAL NEEDS AND SUPPLIERS

St. Maries is a prototypical rural district that has much to gain through IEN services. Many other districts are at a similar stage of implementation. Now that the highway is in place, traffic will increase. Superintendent Joe Kren agreed to the opportunity to illustrate the St. Maries' journey as he expands IEN services to access a variety of curriculum and content opportunities. With complete clarity of direction, he wanted two things: one, expand IEN classes to the community, local business and industry and two, expand available classes to students towards preparation for college and career.

What processes are currently in place to engage schools and communities in identifying needs and matching their needs to the desired content and courses for learners, both credit and non-credit?

Currently, in an effort to expedite this process IEN approaches each opportunity by conducting a needs assessment and matching learners with likely education suppliers. Currently 38 school districts are generating content that goes to another high school.

Scenario A

School is in a remote, rural location and is unable to offer the same selection of classes available in larger urban districts.

***Step One*:** Qualify class subjects needed
***Step Two*:** Quantify students interested in receiving class
***Step Three*:** Identify potential providers based on a variety of criteria

- Determine specific high school programs- Elective, Gen Ed Core, PTE, College level, Dual Credit, AP
- Evaluate and match schedule or calendar with like candidates across state

***Step Four*:** Provide content catalog to principal, counselor
Step Five: Contact potential supplier matches and coordinate a connection
***Step Six*:** Repeat

Scenario B

School demonstrates interest in community training or education opportunities outside of school hours.

***Step One*:** Provide high level overview to a broad and diverse set of community stakeholders. Allow for all potential interests to learn about similar examples from other communities across IEN from other areas and states
***Step Two*:** Collect potential contacts and requests
***Step Three*:** Share interests with potential suppliers
***Step Four*:** Coordinate presentation to targeted recipients from likely supplier
***Step Five*:** Repeat

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What processes exist for engaging schools and communities from a supplier approach to use the IEN for courses and curriculum?

In many cases an agency or supplier can create the process or communication path to expand area class offerings by marketing directly to targeted clients. In those cases, the IEN can act as a facilitator or coordinator with schools where demand is identified.

Supplier A	Supplier B
Content supplier solicits requests for training to universe of targeted clients.	*Provider needs to deliver optional or required training to stakeholders across state by using the IEN.*
Step One: Content supplier markets options to universe of clients and gauges interest ***Step Two:*** Content supplier quantifies and qualifies feedback from clients and presents to IEN ***Step Three:*** IEN and supplier contacts area school to coordinate class offering ***Step Four:*** School and client establish facilities agreement or MOU for after-hours classes ***Step Five:*** Client uses IEN equipment to gain needed training or classes ***Step Six:*** Repeat	***Step One:*** Agency coordinates with IEN to identify open locations to deliver training across IEN ***Step Two:*** Agency markets options to universe of clients and gauges interest ***Step Three:*** Agency quantifies and qualifies feedback from clients and presents to IEN, agency staff train on use of IEN ***Step Four:*** IEN and supplier contacts area school to coordinate class offering ***Step Five:*** School and client establish facilities agreement or MOU for after-hours classes ***Step Six:*** Client uses IEN equipment to gain needed training or classes ***Step Seven:*** Repeat

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STRATEGIC IMPERATIVE ONE:
PROVIDE QUALITY STUDENT LEARNING EXPERIENCES

"We have expanded the walls of schools so that students are not held captive in schools by limited options."
Interview Participant

The IEN, realizing that its work has just begun on the ***Instruct*** and ***Achieve*** outcomes, sponsored the collection of perception data to provide insight into current needs. Comments covered a wide range of topics related to providing quality virtual learning experience are documented below.

- Across stakeholder groups, people remarked about students having **access** to courses that they would otherwise never be able to take.
- There is a pattern of remarks from the people interviewed that suggest an increased number of students graduating with more **dual credits** than ever before.
- **Choice** of courses was often mentioned as a benefit by many, citing the expectation that there will be even more as this reaches a tipping point.
- Students can receive a **breadth of video experiences** – in the state, nation and around the world- that puts them in places they never would have been able to see which makes learning come alive, meaningful and relevant.
- Opportunity to give back to **communities** by meeting the needs of the adult learner, local workforce needs and to fuel the local economic engine.
- Students **develop the confidence** that they can accomplish college level work and believe in themselves. Attending college becomes doable.
- Teachers report that students like the distance classes and the use of the available equipment. It makes learning more **interactive**. Students are excited and motivated.

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Emergent Opportunities to Address

Tech savvy students with opportunities can access a variety of open-source content now from the internet, with or without schools. Providers, teachers must design content that reflects current knowledge, alignment to mandate or professionally accepted content standards across a variety of courses. Providers are expanding and offer a variety of menus. More opportunities, more technologies, more progress, as exciting as this is for learning, also bring different sets of issues and obstacles to consider. Several issues and obstacles emerged related to student learning experiences, content and expansion of services.

- Who has oversight of the quality of **content and instruction?** The scope of responses included the teacher, the principal, the college/university or provider, the State Department of Education. Accreditation processes were mentioned for both K-12 and higher education. Some comments reflected strong opinion that IEN should have no role in content.
- How do students gain **access** in school districts that are not using IEN courses? Local resistances, fractional ADA, lack of incentives, myths, fear of loss of teaching positions were some of the frequently mentioned reasons. How will these **barriers** be addressed?
- How do schools **decide and offer** specific courses to offer through IEN? Is there a process that could support a systematic approach to expanding courses for students?
- What processes, protocols or support systems currently exist or might be created to support the **collaborative design** of high quality curriculum and instruction?
- How might a community of practice be fostered to **feed, recognize and support teachers** who are early adopters of distance learners?
- How do students, parents, schools become **smart consumers**? How might stakeholders support that?
- How do local districts develop learning **opportunities for their communities** with limited human resources or prior experiences? What type of supports might be made available to them?

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STRATEGIC IMPERATIVE TWO:
WORK COLLABORATIVELY ACROSS PARTNERS

"All I care about is the service I get for my kids; I don't really care about the responsibilities of different structures. I just need to know who to call when I need something for my kids."
Interview Participant

Collaboration across stakeholders is an essential ingredient if Idaho is to realize the mutual purpose- ***deliver high quality virtual learning to Idaho students and communities***. Each partner is essential but not sufficient alone to bring this vision to fruition in a robust manner. Partners who serve multiple missions and functions must collaborate across the white space that separate them to integrate, align, coordinate and provide seamless responses to the end users-teachers and students. Because of the numbers of departments and governmental structures that need to collaborate in a coordinated manner, there needs to be clear authority to make that happen. Recurring areas surfaced during the interviews is cited below.

- The focus should be on the end user – how do each of the partners contribute to the quality of the product, service in a coherent approach?
- All partners need to be focused on removing the barriers for the users.
- This does add more responsibility for the teacher. How can we support teachers as they willingly take on these responsibilities to better service their students and students outside their boundaries?
- There needs to be a shared understanding of the Legislature, State Board and Governor's office, universities of the issues.
- There is a need to identify and solve the policy issues that virtual learning illuminates.
- The highway requires the cooperation of providers and users, supported by policy makers and governing sponsors. Several comments cited resistance from some colleges, universities as well as K-12.
- School districts are currently juggling many demands and new initiatives.
- There needs to be transparency across providers for effective communication
- There is a need to identify and solve the financial issues associated with fractional ADA, state support and dependency on grant funds.

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STRATEGIC IMPERATIVE THREE:
PROVIDE QUALITY SYSTEMS OPERATIONS THAT BUILD CAPACITY OF THE STATE AND PEOPLE

"The past three years of my seventeen years of teaching have been the most exciting, rejuvenating for me."
Interview Participant

The IEN has been charged with the creation, maintenance, and on-going viability of a system that can transform education in Idaho. Now that Phase I of the highway is built, it is important to identify areas requiring sustained effort, additional development or new inventions. For purposes of this analysis, the term *system operations* is used to include both technology related functions as well as other key capabilities of an infrastructure that can deliver reliably, capably and consistently. Key areas that emerged from perceptions collected included four main areas:

- Dependable, state of the art **technical equipment and connectivity**
- Processes to **communicate, market** available services
- Support structures for **implementation**
- **Professional development** for teachers, providers and leaders to build people capabilities to use technology optimally.

- Besides having high quality student learning experiences, the most important success factor cited frequently was having dependable, state of the art **technical equipment and connectivity.**
- Continue to offer high, consistent quality in both synchronous and asynchronous delivery.
- Assure connectivity.
- Expand and maintain bandwidth to Idaho learners of all ages.
- Maintain the infrastructure of the virtual learning highway as an important and critical link to the well-being of Idaho.
- Provide state support to this critical infrastructure.

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An area of need that consistently emerged centered on communication and marketing efforts to inform and educate in order to optimize the learning opportunities. Comments expressed suggested that efforts should be stepped up to educate students and parents as well as educators of the opportunities that exist.

- Comments suggested a need to organize an information campaign, geared to inform, dispel myths and to excite.
- Several comments cited perceived barriers at local district and schools regarding use of IEN. Reach out to school boards, counselors, IT directors and principals. Local sponsorship and leadership for these courses is a prerequisite. There was a suggestion to investigate reasons for non-use.

Along with an information campaign, it was also noted that with anticipated growth, there might need to be additional support structures for implementation. Current users might be asked to identify how IEN, providers and users might support successful implementation. Suggestions that emerged included:

- Need a directory of classes for students and parents.
- Include IEN classes in high school registration information.
- Get feedback from providers, proctors regarding what works and what does not work.
- Assess demands.

An additional area of capacity building is professional development for administrators, teachers, providers, school boards and parents. Specific suggestions were cited:

- Use training venues to dispel myths
- Develop vehicle to share best practices for instruction
- Use teachers who are using it as experts and a resource-learn from the best
- Develop a teacher support system for continuous improvement
- Require teacher preparation programs to include virtual learning preparation

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STRATEGIC IMPERATIVE FOUR:
DEMONSTRATE ACCOUNTABILITY TO STAKEHOLDERS, FUNDERS, POLICY MAKERS

Accountability must be viewed as multifaceted with each stakeholder being answerable for their own performance. There was agreement across respondents that all stakeholders involved need to be answerable to one another, to funders and to patrons. Two areas emerged:

- Clarify key performance indicators that should be measured, monitored and reported.
- Clarify the state agency or department that is responsible to monitor and report on specific performance indicators.

A number of possible Key Performance Indicators were suggested. The suggestions have been organized in the chart on the following page. Consideration might be given to reporting on multiple customer indicators:

- Lagging indicators, or those ultimate outcomes that are long term and in education often a cumulative result of multiple factors.
- Leading indicators might be those correlates that are more near term and contribute to in ultimate outcomes.
- Process indicators that illustrate critical activities and infrastructures of support.

The IEN Strategic Plan will include a dashboard of performance indicators that fall within their mission. Lagging indicators, related to student achievement and college preparation, are of universal interest to multiple stakeholders, communities and funders. It will require coordinating a coherent approach to monitor and report them, with correlation analyses conducted to study the influence of educational technologies.

A few suggestions were made for reporting:

- Orient reporting to the audience's need.
- Prepare user friendly reports.
- Have examples of real live use. Legislators like to hear examples of successes.
- Report on mission specific areas.

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"Never before have I heard such buzz as I did when our Human Anatomy & Physiology class connected with Ray Vollmer at Saint Louis University to participate in a cadaver lab. The kids thought it was a fantastic experience and highly recommended that we schedule several sessions next school year. I agree! The presentation provided a window to the vast possibilities IEN can provide."

Merri Jo Gilmore
St. Maries High School Distant Education Site Coordinator

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Appendix C
Research Based Strategies

As the focus of the IEN deployment shifts from Connect to the Instruct and Achieve outcomes the type of content offered over the IEN as well as the methodology and modality utilized should be informed by current, relevant research on student achievement and college readiness. With Connect well underway and the State Department and State Board working implementing the tenants of the Students Come First Initiative, Idaho in many respects leads the nation in implementing education reform, and thus the state is plowing new and fertile ground. As a result over the next ten years there will be an emerging body of information around the impact on college readiness, retention and attainment based on the State Board's policies and the State Department's implementation of reform efforts. Below are a few studies that may be used to inform Instruct and Achieve deployment decisions.

Research	**Learnings**
U.S. Department of Labor (1991)What Work Requires of Schools, A SCANS Report for America 2000	• Content Knowledge - Content knowledge matters- a rigorous college prep curriculum • Meta Cognitive Skills - Are critical in post-secondary and underemphasized in K-12 • College Readiness, Retention and Completion - College, career and life skills are more similar than different and develop cumulatively over K-12 experience. But the lack of uniformity across higher education institutions creates obstacles to policies impacting preparation, readiness, retention and successful completion. • Common Core - The common core curriculum includes college and career readiness skills based on David Conley's research (Knowledge and Skills for Student Success) • College Success- Self-regulating behaviors, self-esteem, internal locus of control, student's ability to navigate the college culture, have been identified as correlates to post-secondary success
Bill and Melinda Gates Foundation (2006) All Students College Ready, Findings from the Foundation's Education Work 200-2006	
Conley, D.(2007) Toward a more Comprehensive Conception of College Readiness, EPIC	
Conley, D. (2007) Redefining College Readiness, EPIC	
Ward, T. (The Knowledge and Skills for University Success Standards	

As the Idaho Education Network completed the first phase of its work, that of ***Connect,*** Idaho's Governor Otter had this to say,

> *"Truly one of the bright spots of the past couple of years for me has been watching the impact of the IEN's expansion into every corner of our state. I've watched and listened to classes delivered over broadband Internet connections. I've talked with the teachers and high school students who already have earned 1,300 college credits by using the IEN… And just as importantly, I've seen how the IEN is becoming a true community and economic development resource."*

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Boise, Idaho 83720-0304
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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Full Proposal and Professional Fee for the Proposed Master of Science in Athletic Training

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.4 and 5. and Section V.R.3.b.v

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes a new entry-level Masters (ELM) of Athletic Training Program (MSAT) and also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. The proposed program will be offered through the Department of Sports Science and Physical Education in the College of Education. This degree will target a demonstrated need in Eastern Idaho and in the state for qualified athletic health care personnel in the secondary school setting as well as in "outreach" positions to cater to the growing health care needs of the Intermountain West's physically active population.

The program is uniquely aimed at preparing graduate-level students for entry-level work in the expanding athletic health care industry with a primary focus on (but not limited to) fulfilling the need for athletic trainers who are uniquely skilled and educated in concussion management and who wish to fulfill the need for athletic trainers in the secondary school setting. As athletic health care becomes more and more important (especially in youth and adolescent sport programs and in schools), there is little doubt that the profession of athletic training is expanding at a rapid rate. The United States Bureau of Labor projected a 37% increase in athletic training jobs from 2008 to 2018.

ISU's program curricula will also stress the creation of effective strength training and conditioning programs. Successful completion of the program will result in students being awarded a Master of Science in Athletic Training (MSAT) degree and eligibility to sit for the Board of Certification examination as an Athletic Trainer (ATC) and credentialing as Certified Strength and Conditioning Specialists (CSCS).

The MSAT program at ISU has been outlined in the College of Education's Strategic Plan and aligns with Idaho State University's designated health care and education missions, as well as to the ongoing efforts of educational outreach and research on sports-related concussion currently being conducted by faculty in ISU's Department of Sports Science and Physical Education and with other research on traumatic brain injury being conducted throughout the University.

ISU's Center for Sports Concussion (CSC) offers educational outreach and expertise to area school and athletic administrators, coaches and parents in the

identification and management of sports-related concussion. Working in conjunction with several area emergency and family practice physicians, the CSC also provides baseline and post-injury neurocognitive testing to regional athletes. Data acquired is not only used diagnostically but also for original research (one current study purports to investigate the sleep patterns of mildly and moderately concussed adolescent athletes). Additional practical experience in mild traumatic head injury rehabilitation will be available through the ISU Veterans' Sanctuary (in conjunction with the CSC). ISU's role in athlete health care and safety, along with ISU's established undergraduate curricula in Exercise Science and in various related health professions including physical therapy and the physician assistant program, make ISU an ideal location to house a graduate-level athletic training program.

While the University of Idaho (UI) is starting an athletic training program in 2012, there are important and distinct differences between the program at UI and ISU's proposed program. Among them are the delivery method, the target audience, the curriculum emphasis, the clinical placement model, and the fee structure. In addition, UI's program concentration is on "lower extremity biomechanics and translating research to practice," whereas ISU's program concentration is on traumatic brain injury and concussion in sport and on the design of safe and effective strength and conditioning programs.

Because the profession of athletic training is evolving at such a rapid rate and the demand is high, both programs will succeed given the geographic separation, the differences in curricula and in target populations, the demand demonstrated within those populations and the shortage of similar ELM programs throughout the Intermountain West region.

Nearly all 5A schools in Idaho employ athletic trainers; they are quite rare in the 1A-3A athletic classifications (account for more than 65% of Idaho's high schools). At schools where no athletic trainers are present, coaches inherit the primary responsibility of sport injury care and management. A 2005 study conducted by ISU's Assistant Professor of Sport Science and PE's Dr. Caroline Faure confirmed this and also concluded that in Idaho high schools, coaches lacked the proper skills, training and resources to be able to properly identify and manage concussion incidence in their sport programs. Further, Idaho's schools did not adequately provide professional development opportunities for coaches in this area.

The ISU study along with the potential for catastrophic outcome when the injury is mismanaged led to the passage of Idaho's Youth Concussion Law ("Kort's Law") in 2009. With ISU's guidance, Idaho became the fourth state in the USA to pass concussion legislation. The law prompts schools to provide all sport coaches with adequate training and resources.

Idaho's recent licensure law (§59-3904, Idaho Code) for athletic trainers adds to the problem schools are facing. A 2009 review of the Idaho High School Activities Association membership directory revealed 150 member schools. Of those, 47 listed athletic trainers. Of those 47, 19 were found to be unlicensed (through a check with the Idaho Board of Medicine's athletic trainer registry). Remarkably, 13 of those 19 unlicensed athletic trainers were working at schools on the Eastern side of the state (north and east of Twin Falls).

Prior to 2005, an internship route existed for those wanting to become athletic trainers but who did not attend colleges or universities with accredited athletic training education programs. This route ceased to exist in 2005 as the belts were tightened in an effort to ensure the educational experience and qualification level of the athletic training applicants. Since that time, all people interested in working in the field of athletic training must graduate from a CAATE-accredited college or university athletic training education program before they will be allowed to sit for their national certification examination. Once national certification is complete, the athletic trainer is eligible for state licensure and may then practice.

The University of Idaho gained Board approval in the spring of 2011 to transition its bachelors-level athletic training education program to an entry-level master's program. This is the only other entry-level graduate program in athletic training in the State of Idaho. In 2010, the University of Idaho received approval to start a Doctor of Athletic Training (DAT) program (to begin in Summer 2011) and in the spring of 2011. This program only seeks to attract those candidates who already have their athletic trainer certification. MSAT graduates at ISU would be potential candidates for UI's DAT program.

ISU's program will complement, not compete with the University of Idaho's program. Because ISU and UI are 576 miles apart, they draw from vastly different population bases. The UI has three other entry-level athletic training programs within 100 miles of Moscow: Washington State University (10 miles), Eastern Washington University (72 miles), and Whitworth University (81 miles). While all of those programs are undergraduate programs, the culmination of a degree ends in the same BOC-eligibility. These competitive programs do more to draw potential students from UI than ISU would. ISU does not have <u>any</u> competitive programs within a 100-mile radius. The closest entry-level athletic training program to ISU is Weber State University (130 miles).

In its MSAT proposal, the UI pledged to "work with our sister institutions in the state to address these issues and, though our collective efforts, produce students that can understand these issues and develop positive solutions." ISU is confident that the two programs can work collaboratively to address the state's needs and that there is enough demonstrated demand, particularly in Eastern Idaho, for both programs to succeed at a high level.

IMPACT

The Master of Science in Athletic Training Program will be fully funded by graduate student tuition and fees, and professional fees by year two (see Appendix E for detailed fiscal impact) in accordance with Idaho State Board of Education policy V.R.3.b.v.

The costs associated with this proposed program are outlined in the budget (Appendix E) and mainly represent the hiring of an ATEP Program Director and Clinical Instruction Coordinator. The necessary classroom space, clinical partnerships, equipment, supplies, and other resources to house the program are already in place.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's proposed Master of Science in Athletic Training would meet a specific demonstrated need in Eastern Idaho for athletic trainers at the secondary school level as well as for other athletic health care personnel. At the conclusion of the program, successful graduates will be eligible to sit for the national certification exam and will be eligible for employment in the field of Athletic Training.

Currently, the University of Idaho has a Master of Science in Athletic Training and a Doctorate in Athletic Training which was approved by the Board in February and April 2011 respectively. Boise State University has entry-level undergraduate programs in Athletic Training offering a Bachelor of Science.

The proposed program is a cohort model that has a maximum enrollment of 12 full-time students in each cohort with a maximum of 24 at any given time. ISU seeks to enroll 10 students in the first year of the program while seeking accreditation with the intent to accept a full cohort by the second year and a maximum by the third year.

ISU's request to offer a new Master of Science in Athletic Training as proposed is consistent with their Regional Mission Responsibility and with their current Eight-Year Plan for Delivery of Academic Programs in the Southeast Region.

Idaho State University also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. To designate a professional fee for a Board approved program, the program must meet the credentialing requirement, accreditation requirement, and demonstrate extraordinary program costs as set forth in policy. Based on the justification for professional fees provided in Attachment 2, staff finds that the credentialing requirement for designating a professional fee has been met for this program. The proposed program,

however, does not fully meet the accreditation requirement. In order for graduates of an Athletic Training program to be eligible to sit for the national certification exam, the program must be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Current CAATE standards, however, requires that the program be in place for one year prior to seeking accreditation. Due to this specific requirement, the MSAT program will not be seeking accreditation until during the second year of the program.

Additionally, Staff finds that the program meets the credentialing and accreditation requirements of the Board's professional fee policy. The question for the Board is whether ISU has demonstrated extraordinary program costs. Do prior year reductions in appropriated funding in support of the program constitute "extraordinary" costs to the program? Is this program an institutional priority? If so, is there an expectation that the institution should provide appropriated funding sufficient to the support program? This is a fundamental policy decision for the Board.

The Council on Academic Affairs and Programs (CAAP) reviewed the proposals for the Athletic Training program and recommended approval at their March 1, 2012 meeting. At the CAAP April 5, 2012 meeting, Idaho State University determined to provide additional information on the regional demand and need for the Athletic Training program. CAAP reaffirmed their support for the proposed program.

Board staff recommends approval of the proposed program; however, the approval of the professional fee is a policy determination the Board needs to make.

BOARD ACTION

I move to approve the request by Idaho State University to offer a new Master of Science in Athletic Training.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University to designate a professional fee for the Master of Science Athletic Training program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

FULL PROPOSAL

Submitted by:

Idaho State University

Institution Submitting Proposal

College of Education — Name of College, School, or Division

Sport Science & Physical Education — Name of Department(s) or Area(s)

A New, Expanded, or Off-Campus Instructional Program Leading to:

Master of Science in Athletic Training (MSAT)
Degree/Certificate & 2010 CIP

Program Change, Off-Campus Component

Summer 2013
Proposed Starting Date

This proposal has been reviewed and approved by:

College Dean (Institution)	Date 1/24/12	VP Research and/or Graduate Dean	Date 2/6/12
Chief Fiscal Officer (Institution)	Date 2/3/12		
Chief Academic Officer (Institution)	Date 2/1/12	Chief Academic Officer (OSBE)	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.

1. Describe the **nature of the request.**

Addressing overwhelming demand from current students and our Eastern Idaho community, the Department of Sport Science & Physical Education (SSPE) plans to offer this new entry-level Masters (ELM) of Athletic Training Program (MSAT). Our program is unique in that it is aimed at preparing graduate level students for entry-level work in the athletic health care industry with a primary focus on (but not limited to) fulfilling the need for athletic trainers who are uniquely skilled and educated in concussion management and who are willing to fulfill the need for athletic trainers in the secondary school setting. Our program curricula will also stress the creation of effective strength training and conditioning programs. Successful completion of the program will result in students being awarded a Master of Science in Athletic Training (MSAT) degree and eligibility to sit for the Board of Certification examination as an Athletic Trainer (ATC) and credentialing as Certified Strength and Conditioning Specialists (CSCS). The MSAT program at ISU has been outlined in the College of Education's Strategic Plan and for the past eight years, considerable collaboration, research and review has gone in to the planning and preparation of this program. This degree will target a demonstrated need in Eastern Idaho for qualified athletic health care personnel in the secondary school setting as well as in "outreach" positions to cater to the health care needs of the physically active population in our area. ISU's program will also provide the unique opportunity for candidates to earn a credential as a Certified Strength and Conditioning Specialist (CSCS). While this is not a requirement for graduation from the program, it will be provided as an option for students to receive additional professional certification at the culmination of their program. This MSAT program niche aligns nicely with Idaho State University's designated health care and education missions as well as to the ongoing efforts of educational outreach and research on sports-related concussion currently being conducted by faculty in ISU's Department of SSPE and with other research on traumatic brain injury being conducted throughout the University. ISU's faculty and our "Center for Sports Concussion" (CSC) have established ISU as the regional experts on concussion management – especially as it pertains to youth and adolescent athletes. The CSC offers educational outreach and expertise to area school and athletic administrators, coaches and parents in the identification and management of sports-related concussion. Working in conjunction with several area emergency and family practice physicians, the CSC also provides baseline and post-injury neurocognitive testing to regional athletes. Data acquired is not only used diagnostically but also for original research (one current study purports to investigate the sleep patterns of mildly and moderately concussed adolescent athletes). Additional practical experience in mild traumatic head injury rehabilitation will be available through the ISU Veterans' Sanctuary (in conjunction with the CSC). These designations and roles in athlete health care and safety, along with our established undergraduate curricula in Exercise Science and in various related health professions including physical therapy and physician assistant, make ISU an ideal location to house a graduate-level athletic training program. In addition, ISU is already vastly prepared with the classroom space, clinical partnerships, equipment, supplies, and other resources necessary to house such a program.

While the University of Idaho is starting a similar program in 2012, we feel there are several distinct differences between the program at UI and our proposal for ISU. Among them are the delivery method, the target audience, the curriculum emphasis, the clinical placement model, and the fee structure. In addition, UI's program concentration is on "lower extremity biomechanics and translating research to practice", whereas ISU's program concentration is on traumatic brain injury and concussion in sport and on the design of safe and effective strength and conditioning programs. Because the profession of athletic training is evolving at such a rapid rate, we are confident that both programs will succeed given the geographic separation, the differences in curricula and in target populations, the demand demonstrated within those populations and the shortage of similar ELM programs throughout the Intermountain West region.

Goals of ISU's Athletic Training Education Program will be to

- Provide high quality educational experiences both clinically and didactically, preparing students for success on the Board of Certification's (BOC's) national certifying exam;
- Prepare graduates that practice with cultural competence and professional integrity;
- Promote the use of Evidence Based Practice for delivery of patient care;
- Prepare graduates for employment in both traditional as well as non-traditional work environments associated with athletic health care. Emphasis will be placed on the preparation of athletic trainers in the secondary school setting (teaching and non-teaching) and on the preparation of athletic trainers who are highly skilled in concussion identification and management practices.

The nature and main objective of the Master of Science in Athletic Training program is to prepare the student to become a Certified Athletic Trainer (ATC). An athletic trainer is "a qualified health care professional educated and experienced in the management of health care problems associated with the physically active." Because the program will be nationally accredited and because the students of the program will be eligible for national board certification, the ISU MSAT program qualifies for professional fees as outlined in the Idaho State Board of Education Governing Policies and Procedures:

1. Graduates of ISU's MSAT program will receive a credential through the Board of Certification (BOC) and eligible for state licensure through the Idaho Board of Medicine (licensure/certification/registration also available in 47 other states);
2. Because this will be an entry-level graduate program, the degree granted is the minimum required for entry into the athletic training profession;
3. The MSAT program will be accredited by the Commission on the Accreditation of Athletic Training Education (CAATE);
4. There will be extraordinary program costs that significantly exceed the costs of other programs at Idaho State University. This includes accreditation fees, specialized faculty, a clinical instructor coordinator, equipment costs for instruction in general medical assessment, therapeutic rehabilitation, and orthopedic examination, and consumable taping and medical supplies. The MSAT program is restricted by the number of clinical sites and by class sizes, as dictated by CAATE requirements.

The athletic trainer functions in cooperation with medical personnel, athletic administrators, coaches, and parents in the development and coordination of efficient and responsive athletic health care delivery systems. Athletic training students will be prepared in the development and mastery of athletic training competencies and proficiencies as set forth by CAATE and The National Athletic Trainers' Association Executive Council on Education (NATA-ECE). These include (a) risk management and injury prevention, (b) pathology of injury and illnesses, (c) orthopaedic clinical examination and diagnosis, (d) acute care of injury and illness, (e) pharmacology, (f) therapeutic modalities, (g) conditioning and rehabilitative exercise, (h) medical conditions and disabilities, (i) nutritional aspects of injury and illness, (j) psychosocial intervention and referral, (k) health care administration, and (l) professional development and responsibility. Certified Strength and Conditioning Specialists (CSCSs) are professionals who apply scientific knowledge to train athletes for the primary goal of improving athletic performance. They conduct sport-specific testing sessions, design and implement safe and effective strength training and conditioning programs and provide guidance regarding nutrition and injury prevention. Recognizing that their area of expertise is separate and distinct, CSCSs consult with and refer athletes to other professionals when appropriate. Dual certified candidates (ATC; CSCS) are highly employable in numerous work settings ranging from high schools (teaching sports medicine and physical fitness classes and coaching) to colleges/universities (strength and conditioning coaches and faculty) and corporate and industrial settings (from fitness centers to Fortune 500 companies).

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular

program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

Idaho State University is a Carnegie-Classified Doctoral Research-High and Teaching institution. ISU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Additionally, the College of Education is nationally accredited by the National Council for the Accreditation of Teachers (NCATE).

The MSAT program will seek accreditation by The Commission on Accreditation of Athletic Training Education (CAATE) during the 2nd year of the program (this is the earliest time we can apply for initial accreditation as CAATE requires students be enrolled in the program prior to accreditation). A copy of the current accreditation standards appears in Appendix A. CAATE is the only accreditation agency for athletic training educational programs. The CAATE is recognized by the Council for Higher Education Accreditation (CHEA), the Association of Specialized and Professional Accreditors (ASPA), and the Association of Schools of Allied Health Professions (ASAHP). Students must graduate from a CAATE accredited program in order to be eligible to sit for the BOC Certification Exam. Certification is the means of public protection that indicate that successful candidates have demonstrated "entry level proficiency" in the profession of athletic training. In order to be licensed to practice AT in Idaho students must have passed the BOC Exam and apply for state licensure through the Idaho Board of Medicine. Once certified, athletic trainers are allowed to practice but must meet stringent and ongoing continuing education requirements (75 continuing education units every three years from BOC-approved conferences and programs). Membership in professional associations such as the National Athletic Trainers' Association and the Idaho Athletic Trainers' Association will be encouraged. CAATE requires annual progress reports of all accredited programs.

The MSAT Program Director will provide copies of the annual report along with the results of an "internal annual report" to appropriate departmental and administrative authorities. The content of the annual report will include:

1. Progress made related to strategic goals of the program
2. Data analysis of the program
3. Goals for the next year based on program needs and data analysis
4. Report of resource needs
5. Assessment of student learning outcomes
6. Report of faculty achievements
7. Report of student achievements

Continuous program assessment and monitoring by the MSAT Program Director and Clinical Instruction Coordinator will be the hallmark of insuring the quality of the MSAT. A comprehensive assessment plan has been developed which includes the following tools/indicator of success:

- Report from the BOC on Certification rates of the ISU program in relation to the other accredited programs in the nation (annually)
- Clinical Site Evaluations (every semester)
- Clinical Instructor Evaluation (every semester)
- Didactic Instruction Assessment (every course)
- Alumni Survey (every 3 – 5 years)
- Employer Survey (annually)

Upon graduating, ISU's MSAT students will be eligible for national board examinations (administered nationally by the Board of Certification - BOC). Only those students graduating from an accredited university program are eligible for BOC testing and subsequent employment. Upon graduation, the student should meet all competencies required by CAATE:

- Have a sound knowledge of risk management content such as prevention, assessment, evaluation, emergency care for the physically active, as well as the ability to apply protective devices for the prevention or rehabilitation of injuries.
- Understand the basic knowledge of human anatomy as applied to biomechanical and physiological principles involved with the improvement of motor performance and the prevention of injury.
- Have a sound knowledge of acute care, pathology, pharmacological aspects, and nutritional aspects of injury and illness and general medical conditions sustained by the physically active.
- Show efficiency in the understanding and application of therapeutic modalities and therapeutic rehabilitation equipment in the use of injuries to the physically active.
- Understand management theories, principles, strategies, and techniques applicable to administration in health care.
- Develop a desire for professional development and responsibilities through a progression of clinical rotations, attendance of professional organizations within the profession of Athletic Training, and understanding of effective supervision and management in the athletic training room.
- Have the ability to interact with administration and supervisory roles, the physically active patient, team physicians, and peers within the profession of Athletic Training.
- Meet the BOC requirements for certification and complete the competencies and proficiencies as set forth by CAATE.
- Understand and adhere to the "Code of Ethics" of the National Athletic Trainers' Association, the Board of Certification, and the Idaho Board of Medicine.

The Certified Strength and Conditioning Specialist (CSCS) program was created in 1985 to identify individuals who possess the knowledge and skills to design and implement safe and effective strength and conditioning programs for athletes in a team setting. The credentialing program encourages a higher level of competence among practitioners and raises the quality of strength training and conditioning programs provided by those who are CSCS certified. Today, more than 21,000 professionals from a variety of academic and professional backgrounds hold this prestigious credential. This diverse group includes strength coaches, athletic trainers, physical therapists, personal trainers, physicians, chiropractors, researchers and educators. The CSCS is the only strength training and conditioning certification to be nationally accredited by the National Commission for Certifying Agencies (NCCA) and has been nationally accredited since 1993.

Applicants for admission into ISU's MSAT program will be evaluated and ranked on the following criteria:

1) Application and acceptance by the ISU Graduate School;
2) Cumulative G.P.A. (minimum of 2.75);
3) GRE/MAT score;
4) Successful completion of the following required prerequisite courses with a grade of "C" or better in each course:
    - Anatomy and Physiology (1 year equivalent)
    - Neuroscience
    - General Nutrition or Sports Nutrition
    - Exercise Physiology
    - Biomechanics
    - Sport Psychology
5) Evidence of current First Aid/CPR/AED for Health Care Provider certification
6) Statement of Personal Interest in Athletic Training
7) Two Letters of Recommendation (one must be from a faculty member)
8) Personal Interview

A complete description of the proposed Admissions and Retention Policies for ISU's MSAT Program appears as Appendix B.

Note: The Masters of Education – Physical Education K-12 degree will be discontinued (We plan to submit the discontinuance Notice of Intent following MSAT program approval). This degree in Athletic Training better meets the needs of the students in the Sports Science and Physical Education department.

a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Students pursuing the Master of Science in Athletic Training degree will be expected to complete a two-year sequence of courses (45 credits – includes 1 summer) which will include a 4-course sequence of clinical education (minimum of 1000 contact hours) and culminate in a capstone project that will challenge the students to summarize their learning experiences through the presentation and defense of a case study before an examining committee. Course descriptions appear as Appendix C.

Course Sequence:

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
AT 66xx Foundations of Athletic Training (3)	AT 66xx Clinical Experiences in Athletic Training I (3)	AT 66xx Clinical Experiences in Athletic Training II (3)	AT 66xx Clinical Experiences in Athletic Training III (3)	AT 66xx Clinical Experiences in Athletic Training IV (3)
AT 66xx Pathophysiology and General Medical Assessment (3)	AT 66xx Physical Assessment of the Lower Extremities (3)	AT 66xx Physical Assessment of the Spine and Upper Extremities (3)	PE 6640 Research and Writing (3) or PE 66xx Research Methods in Athletic Training (3)	AT 66xx Professional Issues in Athletic Training (3)
	AT 66xx Therapeutic Modalities (3)	AT 66xx Conditioning and Therapeutic Exercise (3)	AT 66xx Traumatic Brain Injury and Neurological Assessment (3)	PE 6645 Organization and Administration of Athletic Training Programs (3)
				PE 6651 Masters Project (3)
6 credits	***9 credits***	***9 credits***	***9 credits***	***12 credits***

Students will also engage in clinical experiences, per CAATE requirements. Each Athletic Training Student (ATS) will complete their clinical education at clinical-affiliated sites across the region. Those sites include the ISU Intercollegiate Athletic Department, regional secondary schools, medical clinics, and rehabilitation clinics:

Clinical Experience Setting*	Semesters Required	Availability
Idaho State University Athletic Department	2	Fall, Spring, Summer
High School/Youth/Recreational Sports	1	Fall, Spring
Rehabilitation Clinic	.25	Summer
ISU Center for Sports Concussion	.25	Fall, Spring, Summer (Year 2 only)
Choice	.5	Fall, Spring, Summer

**Students wishing to test for CSCS will be strongly encouraged to perform an additional internship in ISU's Strength and Conditioning Center.*

Each clinical experience course is 3 credits (4 courses total) and will require the ATS to complete a minimum of 1000 hours (per accreditation requirements to be eligible to sit for BOC exam) as well as demonstrate mastery of all assigned clinical proficiencies. The experiences are progressive in nature and reinforce the "learning over time" concept by reassessing didactic content learned from previous semesters. It is important to note that none of the sites being utilized by ISU's MSAT program have been contacted for participation in UI's distance-delivery program.

b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

Two full-time faculty members will be required for this program. We have one state appropriated faculty line already in place and dedicated to this program Position Control Number (PCN) 153000. To pay for the second faculty line (Clinical Instruction Coordinator), funding from student tuition enrolled in the MSAT program will provide the bridge funding while it seeks accreditation. After accreditation is obtained, professional fees will be used to pay for this second faculty line.

Full-Time Faculty at ISU SSPE Qualified to Teach in MSAT Program		
Name	Caroline E Faure; EdD; ATC	PCN #153000
Highest Degree	Doctor of Education, Educational Leadership	
Rank	Assistant Professor	
Specialty	Athletic Trainer; Concussion Management	

Affiliate Faculty Potential Approved Clinical Instructors (ACI) & Clinical Instructors (CI) and Clinical Experience Sites		
Jodi Wotowey, MS; ATC Head Athletic Trainer ISU Athletics	Tom Brock, MPE; ATC Assistant Athletic Trainer ISU Athletics	Brent Faure, MS; ATC Athletic Trainer; Owner Pocatello Orthopaedics & Sports Medicine Institute; Tri Med Sports Medicine
Leslie McGovern, PA; ATC Physician Assistant; Athletic Trainer Portneuf Medical Center	Doug Ball, DPT; ATC PT; AT; Owner Star Physical Therapy	Douglas Ashton, MS; ATC Athletic Trainer Idaho Orthopaedics & Sports Medicine Institute; Pocatello School District #25
Greg Obray, MS; ATC Athletic Trainer ISU Athletics	Todd Dimick, ATC; PTA AT; PT Assistant Center for Orthopedic Rehabilitation & Exercise	Rick Benedetti, PT Physical Therapist Center for Orthopedic Rehabilitation and Exercise
Brandon Payne, MS; ATC Assistant Athletic Trainer ISU Athletics	Shawna Olsen, ATC Athletic Trainer School District #91	Lance Marshall, DPT Physical Therapist/Owner Advanced Performance Physical Therapy
Randy Sidwell, MPT; ATC Physical Therapist/Owner Advanced Performance Physical Therapy	Jodi Howard, ATC Athletic Trainer BYU-Idaho	Bart McDonald, MPT; ATC PT; AT; Owner Superior Physical Therapy

Note: CAATE requires at least 75% of the students' clinical experiences occur under the direct supervision of an ACI or CI who is an ATC.

c. Student – briefly describe the students who would be matriculating into this program.

ISU's Exercise Science program is rapidly becoming one of the most popular major emphasis areas within the College of Education and currently boasts 78 undergraduate majors. Exercise science students at ISU study movement and the associated functional responses and adaptations. They must understand the scientific basis underlying exercise-induced physiological responses, including those that predispose athletes and others who are physically active to injury. Exercise Science students not only study how organ systems work, they also study the biomechanical efficiency by which athletes perform sport skills at high levels. Because of these things, exercise science aligns naturally to athletic training and to strength and conditioning. And because of prerequisite employment requirements, our students need an opportunity for national credentialing.

Therefore, students will be recruited internally at ISU (undergraduate majors in SSPE, Teacher Education and from related health professions programs, and from other regional (East Idaho) undergraduate programs (including BYU-I and CSI). Additionally, to fill the need to qualify professionals for employment in the secondary school setting, we plan to recruit those individuals who possess teacher certification (coaches, teachers, athletic administrators). It is our primary intent to recruit students from within Idaho. However we desire to recruit and retain the best possible candidates to ensure the quality of our program. CAATE standards require fair practice

statements and clear communications in all program documents. The MSAT website would contain the following program information:

- Program Mission and Objectives
- Curricular Description and sequencing
- Clinical Education Description
- Technical Standards Requirements
- ATS Policy and Procedure Handbook
- Clinical Instruction Handbook
- Competitive Program Application process and procedure
- Program retention policies
- Emergency Action Plans for each affiliated site

Recruiting strategies to be employed will include the following:

- Program Website
- Recruiting Brochures
- Formal affiliations with area Community Colleges and Universities
- Access to our website from the CAATE Accreditation Website
- Access to our website from the NATA, Idaho Athletic Trainers' Association website, and the Northwest Athletic Trainers' Association (District 10) website
- Possible booth/recruiting materials at state sporting events and athletic conferences
- Connections with the secondary school clubs and organizations (including area high school sports medicine programs and Health Occupations Students of America (HOSA) organizations
- Recruiting from within the SSPE Department at ISU as well as similar departments at other state universities in Idaho
- ISU Graduate Catalog

Timeline for Implementation of Program:

Date	Action
2012	
March	• Receive SBOE Program Approval • Curriculum Development (on-going) • Develop Program Handbook • Prepare Application Materials • Develop Recruiting Materials/Website
June	• Begin National Search for MSAT Program Director • Begin Advertising MSAT Program
November	• Begin Screening of Applicants for MSAT Program Director
2013	
January	• Begin Screening of Applicants/Interview Process for MSAT Program Director • Call for Applicants to MSAT Program • Solidify Clinical Instruction sites throughout E Idaho
February	• Hire MSAT Program Director (Summer 2013 start date)
March/April	• Screening/Interviews of Applicants to MSAT Program • Selection of 1st Program Cohort
May – August	• Preparation of Classroom Area • Purchase of Equipment and Supplies for 2012-2013 • Coordination with Clinical Instruction Sites

	• Begin MSAT program classes (August) • Clinical rotations begin
September	• Begin CAATE Accreditation Process: Self-Study
October	• Begin National Search for MSAT Clinical Instruction Coordinator
December	• Begin Screening of Applicants for MSAT Clinical Instruction Coordinator
2014	
January	• Begin Interview Process for MSAT Clinical Instruction Coordinator • Continue University Self-Study for Accreditation • Begin Accepting Applications for 2nd Cohort to MSAT Program • Program Review (1st Semester)
February	• Submit Full Accreditation Application to CAATE • Hire MSAT Clinical Instruction Coordinator (to begin Fall semester)
March-April	• CAATE Accreditation Site Visit • Screening/Interviews of Applicants to MSAT Program (2nd cohort) • Selection of MSAT Students for 2nd Cohort • Program Review – 2nd Semester/1st Year
July	• Equipment/Supplies purchases for 2013-2014
August	• Receive Full CAATE Program Accreditation • 2nd Cohort Classes Begin
2015	
July	• MSAT Candidates' Capstone Project Defenses • Graduation of 1st Cohort – MSAT • Students eligible to sit for BOC Certification Examination • Program Review

c. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

The Department of Sport Science and PE has one full-time administrative assistant. Because both of the new faculty lines will be given release time to perform the program's own administrative tasks regarding program accreditation, assessment and advising, we feel there is no significant need for additional administrative support at this time.

Students must have reasonable access to the information resources needed to adequately prepare them to be entry-level professionals. This includes current editions of books, periodicals, and other reference materials in contemporary formats related to the programmatic goals. Current library holdings within the ISU Oboler Library are adequate for the MSAT program. Instructional aids must be available to provide instruction and student practice of the clinical proficiencies and psychomotor competencies as identified in the *Athletic Training Educational Competencies*. It will be important to purchase therapeutic modalities and rehabilitation resources identified in the psychomotor and clinical proficiency sections of the *Athletic Training Educational Competencies* for formal instruction and practice. It will also be necessary to acquire first aid and emergency care equipment. Much of these resources and equipment are already available through the SSPE Department. A complete list of what will need to be purchased and what is already available to the program appears later in this document.

The Department of Sport Science and Physical Education also hires six graduate teaching assistants (GTAs) annually. These GTAs teach courses within our PE-Activity program and are full-time students in our athletic administration masters program. The addition of the MSAT program-option could make these GTA positions even more competitive. Also, the availability of the GTA positions would be very attractive to potential MSAT students.

e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

Initially this program will offer instruction through the traditional format used at the university. Once initial accreditation is achieved, we will explore ways to integrate appropriate courses and content through online and distance-learning delivery systems. Our program is also comprised of a series of clinical experiences, which could also be expanded to include more regional and national affiliates (thereby attracting students from an even-wider geographic area). We have also begun communications with representatives at BYU-Idaho to investigate the possibility of streaming Exercise Science majors from BYU-I into the MSAT program. We plan to continue these discussions as the program receives approval and view this as an opportunity for a constant stream of applicants to the MSAT program and a way to increase clinical experience opportunities and potential employment opportunities for those students from the upper Eastern Idaho valley.

Additionally, our MSAT program proposal has support from several other health professions programs housed within the ISU's Division of Health Sciences, from ISU's Department of Intercollegiate Athletics, and from numerous area physicians and sports medicine/rehabilitation practitioners. Through these partnerships we have been able to identify and secure enough clinical experience sites for all our MSAT students. These institutional and community-driven partnerships will not only allow us to offer an extensive array of clinical experiences for our students, they will also allow us to share resources thus reducing some significant capital outlay.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.

   Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

There are currently 343 entry-level undergraduate and 25 entry-level graduate athletic training programs in the USA. This includes an undergraduate program at Boise State University and both an Entry Level Masters and Advanced Doctoral program at the University of Idaho. SSPE faculty has discussed ISU's MSAT program proposal with athletic training program faculty at both of these institutions and both schools have offered their support of ISU's effort. We have a letter on file from Dr. Ron Pfeiffer, Chair of the Department of Kinesiology at Boise State University stating his department's "fully supports" ISU's desire to start a MSAT program (see Appendix D). We also met (via phone January 13, 2012) with Dr. Alan Nasypany and Dr. Jeff Seegmiller of the University of Idaho. Dr. Nasypany and Dr. Seegmiller also expressed their support for ISU's MSAT program and stated they felt ISU's niche with concussion management was "excellent" and that they felt "the more quality programs available, the better the profession (of athletic training) will be." Dr. Nasypany acknowledged the issues facing Idaho in this area and said he personally felt ISU's program would help address those issues. He said they "do not have issues (with ISU's proposal) from a programmatic level." We also discussed about the potential for ISU graduates to enter UI's DAT program and for other future collaboration between the two programs, which could possibly even include a dual enrollment agreement.

The University of Idaho gained SBOE approval in the spring of 2011 to transition its bachelors-level athletic training education program to an entry-level masters program. This is the only other entry-level graduate program in athletic training in the State of Idaho. In 2010, the University of Idaho received approval to start a Doctor of Athletic Training (DAT) program (to begin in Summer 2011) and in the spring of 2011. This program only seeks to attract those candidates who already have their athletic trainer certification. MSAT graduates at ISU would be potential candidates for UI's DAT program.

There are several reasons why we feel ISU's program would not affect the success of UI's program:

- Because ISU and UI are 576 miles apart, we draw from vastly different population bases;
- The UI has three other entry-level athletic training programs within 100 miles: Washington State University (10 miles), Eastern Washington University (72 miles), and Whitworth University (81 miles). While all of those programs are undergraduate programs, the culmination of a degree ends in the same BOC-eligibility. These competitive programs do more to draw potential students from UI than ISU would. ISU does not have any competitive programs within a 100-mile radius. The closest entry-level athletic training program to ISU is Weber State University (130 miles).
- The profession of athletic training is evolving at a rapid rate. There is demonstrated need for athletic trainers nationally in a myriad of work settings raging from the traditional setting (youth, high school, college and professional sports programs) to the non-traditional setting (therapeutic services/clinic, physician extension, military, performing arts, corporate/industrial, etc).
- There is a demonstrated need and demand for athletic trainers in Eastern Idaho, in particular, in the secondary school setting. This need has existed for years and has not been targeted or addressed by UI or BSU graduates (bachelors-level graduates). We offer letters of support as evidence (Appendix D).
- ISU's program will rely on regional affiliations for students' clinical experiences. None of these partners have been approached by UI for participation in their MSAT or DAT program.
- Both UI and ISU have richly popular undergraduate programs in Exercise Science from which to draw graduate students. ISU currently has 73 students accepted into the Exercise Science major. ISU can also draw from its other sport-related programs: Physical Education, Sports Management and Outdoor Education (currently there are 201 students accepted in these majors). ISU's close proximity to BYU-Idaho and that institution's expressed interest in ISU having a MSAT program also ensure ISU's program will be successful (BYU-Idaho also has a strong undergraduate program in Exercise Science and students there have expressed interest in attending ISU for graduate study in athletic training, plus students residing in the Rexburg area can engage in clinical experiences at BYU-I and at clinical sites throughout the Upper Valley).

There are also several distinct differences between the UI entry-level Masters of Science in Athletic Training program and the proposed MSAT program at ISU:

- UI's program utilizes a 6-semester distance education model with a summer on-campus residency requirement; ISU's program will follow a traditional 5-semester on-campus delivery system (summer, fall, spring, fall, spring). UI's MSAT program requires 85 total credits; ISU's MSAT program will require 45.
- UI's program professes to "attract quality students from a national pool" with a "number of seats" being "reserved for University of Idaho undergraduate students"; ISU's program will rely on recruiting from a regional population (Eastern Idaho) with a concentration on ISU graduates;
- ISU's program is tightly aligned to it's university's mission to prepare professionals in the health care industry and will engage in rich collaboration with existing health professions programs at the university;
- UI's athletic training program's emphasis is on research and clinical-based practice. Specifically, UI states their program will have "a concentration on lower extremity biomechanics and translating research to practice";
- ISU's program niche will be to prepare highly skilled and certified athletic trainers (ATCs) in the area of concussion identification and management. This niche is nationally unique to Idaho State University and supports practice and outreach already being conducted at ISU. ISU's program will also prepare candidates for additional credentialing as Certified Strength and Conditioning Specialists (CSCS).
- ISU's program will emphasize the preparation of athletic trainers for employment in the secondary school setting. This includes preparing athletic trainers for teaching rolls at secondary schools in both sports medicine and physical fitness, including Professional-Technical Education (PTE) settings, and non-teaching positions.

- ISU's MSAT program will fulfill the demonstrated interests/needs of students graduating from its university's Exercise Science and Physical Therapy Assistant programs for advanced education and certification.
- UI's program will require 85 credits over 6 semesters (includes 2 summer terms); ISU's program will require 45 credits over 5 semesters (includes 1 summer term).
- UI's program will require 6 faculty (4.5 FTEs). ISU's program will require just 2 faculty (2 FTE) and our College of Education has planned to transfer 1 existing faculty line to the MSAT program beginning the summer of 2013.
- UI's program utilizes clinical rotation placements throughout the United States; ISU's program relies only on clinical placements within the Eastern Idaho region.
- ISU's program also offers a much more diverse clinical experience setting than the UI. ISU's MSAT students will be required to engage in a myriad of clinical placement settings including college/university, secondary schools, youth sport, clinical, and educational outreach (via ISU's Center for Sports Concussion). This broad emphasis ensures our graduates are adequately prepared to enter the workforce areas where they are most needed in East Idaho. UI's program makes no such distinction. Their students are not required to experience such diversity in their clinical rotations.
- The fee structure for ISU's program will be much different than the structure in place at UI. UI's program will follow a "self-support fiscal model" with an initial student program fee of $18,000 per student per 12 months for a total of $36,000 for the entire program (fee will be increased 3% for each new cohort). ISU's program will be supported by ISU's College of Education and will be assisted by professional fees of $1,500 per student per year plus standard tuition ($2,603 per semester).
- UI's program cohorts will be limited to 25 students per year for a maximum enrollment of 50 at any given time; ISU's students will be limited to 12 students per year with a maximum enrollment of 24. ISU's smaller enrollment is necessary because of our reduced number of faculty and the need to adhere to accreditation faculty-student ratio requirements.

In its MSAT proposal, the UI pledged to "work with our sister institutions in the state to address these issues and, though our collective efforts, produce students that can understand these issues and develop positive solutions." We feel strongly that, with their concentration on a distance learning, summer-residency model, their intended recruitment of students from throughout the country, and their in-state preference given to their own baccalaureate graduates, the UI cannot adequately address all of the needs and demands present in our East Idaho region. We are confident that the two programs can work collaboratively to address the state's needs and that there is enough demonstrated interest for both programs to succeed at a high level.

An undergraduate athletic training education program is also currently available at Boise State University.

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BS	Kinesiology Exercise Science	Athletic Training; Biomechanics; Exercise Physiology; Fitness Evaluation and Programming Behavioral; Biophysical; Socio-historical
	MS	Exercise and Sports Studies; Kinesiology	
	MA	Education, Curriculum & Instruction (PE Pedagogy)	
CSI	AA/AS	None AT-related	Physical Education

CWI	AA/AS	None AT-related	Physical Education
EITC	AA	None AT-related	
ISU	BA/BS/	Physical Education	Exercise Science, Sport Management, Outdoor Education, PE Teaching
	MPE	Athletic Administration	
	MEd/DPT	Physical Therapy-Occupational Therapy	
LCSC	BA/BS	None AT-related	
NIC	AA/AS	None AT-related	
UI	BS	Physical Education	Athletic Training (until 2012); Exercise Science and Health; Recreation; PE Teacher Education; Dance Exercise Science; Leadership in Physical Activity & Recreation
	MS	Physical Education Recreation	
	Med	Physical Education	
	MSAT	Athletic Training (beginning 2012)	
	DAT	Athletic Training	

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU *	24	27	22	10	8	8
CSI	NA	NA	NA	NA	NA	NA
CWI	NA	NA	NA	NA	NA	NA
EITC	NA	NA	NA	NA	NA	NA
ISU	NA	NA	NA	NA	NA	NA
LCSC	NA	NA	NA	NA	NA	NA
NIC	NA	NA	NA	NA	NA	NA
UI **	20	9	11	1	3	7

Notes:

*BSU – Undergraduate athletic training program only. Of 165 declared majors, BSU had 24 students fully admitted to the Athletic Training Education Program (ATEP) in the fall of 2010. There were 16 candidates in the spring of 2009 but only 14 were admitted. The previous year, (spring 2009) BSU had 12 candidates and admitted 11 (one dropped out). In the spring of 2008 candidates, there were 11 candidates and 10 were admitted.

**UI – UI has 71 students in the pre-professional phase of their athletic training program (not accepted to program). They are currently in the process of transitioning to an entry-level graduate program (will begin Summer 2012). UI also began Doctor of Athletic Training program in Summer 2011. This DAT program only serves the needs of those athletic trainers who are already certified.

The University of Idaho, Weber State University (UT) and MSU Billings (MT) are the only regional schools with programs fairly comparable to the one we are proposing. Ours is unique, however, in its curricular concentration on concussion management and strength and conditioning, plus its emphasis on future employment in the

secondary school setting. There are considerable differences between the MSAT program at UI and the proposed program at ISU. University of Idaho's program seeks to recruit students from a national audience with a distance-learning model that relies on summer residence. While we applaud this effort, we feel UI's summer residency program that is more than 500 miles away would place undue burden on the students of Eastern Idaho. Our university population consists largely of non-traditional students with families and those students are often unable to relocate, even for summers.

We also feel strongly that in order to address the demonstrated needs and demands for athletic trainers in Eastern Idaho, we need to recruit students who already reside and/or work in our area. We feel the majority of UI's graduates will not seek to relocate to Eastern Idaho upon graduation to meet the demand here for athletic trainers. This is further evidenced by the fact that there are currently no athletic trainers working in an athletic training work setting in Eastern Idaho who graduated from UI's undergraduate AT program.

The Weber State program is at maximum capacity in only its 3rd year of existence. There is also conversation nationally to transition all Baccalaureate level Athletic Training Programs to the entry-level masters. Developing and implementing this program at ISU will position ISU as one of the key players/leaders in athletic training education on the graduate level. There has been a significant amount of information provided by area school districts and regional health care agencies for the need for and support of a program of this nature. This program is also consistent with the Idaho State University's mission to prepare medical practitioners to meet the health care needs of the residents of Idaho.

4. **Centrality** – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

Per the direction of the Idaho State Board of Education (SBOE), "Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs." The SBOE has also directed that, "Idaho State University [serve] a diverse population through research, state and regional public service, undergraduate and graduate programs." The SBOE has also directed ISU to "formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation."

ISU's MSAT program will be consistent with the SBOE's charge in that it:

- Will provide graduate-level education in an area of interest to the current student body and to members of the Eastern Idaho community;
- Through concussion education and outreach services, aims to serve the diverse populations through service endeavors
- Aims to prepare individuals for work in the health care setting. The description of an athletic training professional is:

  The Certified Athletic Trainer works with physicians and other medical personnel, employers, patients, parents, guardians, and athletic personnel in the development and coordination of efficient and responsive health care delivery systems. Athletic Trainers are integral members of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate/industrial, and other health care settings.
- Aligns tightly to existing health professions programs already in place at ISU;
- Aims to prepare individuals for work in the secondary school setting, both teaching and non-teaching.

Idaho State University leads the state in health professions education and we also excel at preparing teachers. We feel the addition of the Master of Science in Athletic Training aligns nicely to and will strengthen both of these positions. This particular program will be housed in the College of Education and the cross-curricular resources our university can provide in the area of the health professions (faculty expertise, health care and educational partnerships) make the program an ideal fit for our university.

Alignment to ISU's Long-Range Plans:

As mentioned, the MSAT aligns nicely to the mission of ISU to prepare health care education, but it also aligns to the College of Education's (COE) specific purpose of preparing teachers, partnering with schools, and meeting the ongoing educational needs of local school districts. Since ATs work in secondary schools along with colleges and universities (as well as other non-traditional venues) and since there is a demonstrated need for athletic trainers in Idaho's secondary school setting (especially within the Eastern Idaho region), we feel the program is appropriately situated within the COE.

Additionally, the College of Education houses the Center for Sports Concussion at Idaho State University. This Center, funded by external grants and part of the Department of Sport Science and Physical Education, provides educational outreach on concussion identification and management to school and athletic administrators, coaches, and parent groups throughout Idaho and facilitates baseline and post-concussion neurocognitive testing to sports programs and athletes throughout the region. ISU's Center for Sports Concussion is rapidly becoming regionally and nationally renown for its unique mission to produce and provide educational materials and outreach.

The Department of Sport Science and Physical Education at ISU has also outlined the initiation of a Masters of Science in Athletic Training program in its Strategic Plan for AY 2010/11 – AY2014/15. Also planned is to "Continuously update curriculum to reflect the professional needs of students in SSPE program" by providing "opportunities for professional certifications," and to "Expand and enhance strong relationships with an outreach to schools, school districts, agencies, work sites and sport programs" including the development of professional development opportunities for physical educators, coaches and athletic administrators and the advocation of local school wellness policies,

5. **Demand** – address student, regional and statewide needs.

Prior to 2005, an internship route existed for those wanting to become athletic trainers but who did not attend colleges or universities with accredited athletic training education programs. This route ceased to exist in 2005 as the belts were tightened in an effort to ensure the educational experience and qualification level of the athletic training applicants. Since that time, all people interested in working in the field of athletic training must graduate from a CAATE-accredited college or university athletic training education program before they will be allowed to sit for their national certification examination. Once national certification is complete, the athletic trainer is eligible for state licensure and may then practice. Additionally, the accreditation program for athletic training education programs has also tightened. As their job duties evolve, so have the educational requirements thereby creating the need for more entry-level graduate programs. Because the program is a certified program, it qualifies for professional fees.

In 2011, *US News and World Report* named athletic training as one of the 50 best careers in the United States. Athletic trainers help prevent and treat injuries for people of all ages. Their clients include everyone from professional athletes to industrial workers. Recognized by the American Medical Association as allied health professionals, athletic trainers specialize in the prevention, assessment, treatment, and rehabilitation of musculoskeletal injuries. Athletic trainers are often one of the first heath care providers on the scene when injuries occur, and therefore must be able to recognize, evaluate, and assess injuries and provide immediate care when needed. They also are heavily involved in the rehabilitation and reconditioning of injuries. Job settings include hospital and clinical, college and university, industrial and occupational, military, performing arts, physician extender, professional sports, public safety, secondary schools, and other emerging settings. A summary of a 2008 salary study of athletic trainers nationwide along with detailed Bureau of Labor statistics and projections appears as Appendix E. Included in this summary are average and median salaries for athletic trainers specific to varied work settings.

The Bureau of Labor Statistics projects 6,000 new jobs (a 37 percent increase) in athletic training between 2008 and 2018:

Occupational Title	SOC Code	Employment 2008	Projected Employment 2018	Change 2008-2018 Number	Change 2008-2018 Percent
Athletic Trainer	29-9091	16,300	22,400	6,000	37

As athletic health care becomes more and more important (especially in youth and adolescent sport programs and in schools), there is little doubt that the profession of athletic training is expanding at a rapid rate. The Bureau of Labor projected a 37% increase in athletic training jobs from 2008 to 2018.

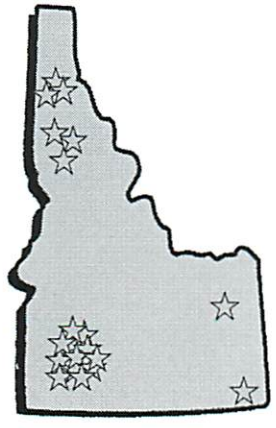
Additionally, a 2011 national salary study conducted by the National Athletic Trainers' Association (NATA) indicated the average annual salary of an athletic trainer with a Master's degree to be at $51,144. This is a significant increase from the $44,707 average salary made in 2008. In District 10 (the Pacific Northwest states of Alaska, Washington, Oregon, Idaho and Montana), the average salary of an athletic trainer in 2011 was $48,441. A complete summary of the Bureau of Labor statistics and a summary of the NATA's 2011 salary study appears as Appendix E.

State need:

In addition to placements nationally, there are numerous employment opportunities within the Eastern Idaho region for athletic trainers. These include positions in the secondary school setting (both teaching and non-teaching), colleges and universities (intramurals & athletics), youth sports, rehabilitation clinics, fitness centers and in corporate/industrial settings. The national legislative push for better athletic healthcare in the school setting, in particular, could result in even more growth of opportunity in that area.

While athletic trainers are hired in a myriad of settings ranging from collegiate and professional sports to corporate settings, the State of Idaho has a significant need for athletic trainers in the secondary school setting. Just 18.1% of Idaho's high schools have access to a licensed athletic trainer. Nearly all 5A schools in Idaho employ athletic trainers; they are quite rare in the 1A-3A athletic classifications (1A-3A schools account for more than 65% of Idaho's high schools). At schools where no athletic trainers are present, coaches inherit the primary responsibility of sport injury care and management. A 2005 study conducted by ISU's Assistant Professor of Sport Science and PE's Dr. Caroline Faure confirmed this and also concluded that in Idaho high schools, coaches lacked the proper skills, training and resources to be able to properly identify and manage concussion incidence in their sport programs. Further, Idaho's schools did not adequately provide professional development opportunities for coaches in this area. The ISU study along with the potential for catastrophic outcome when the injury is mismanaged led to the passage of Idaho's Youth Concussion Law ("Kort's Law") in 2009. With ISU's guidance, Idaho became the 4th state in the USA to pass concussion legislation. The law prompts schools to provide all sport coaches with adequate training and resources. The lack of qualified athletic trainers and trained coaches not only presents schools with an ethical dilemma, it is a serious legal issue, as well. Idaho's recent licensure law for athletic trainers adds to the problem schools are facing. A 2009 review of the Idaho High School Activities Association membership directory revealed 150 member schools. Of those, 47 listed athletic trainers. Of those 47, 19 were found to be unlicensed (through a check with the Idaho Board of Medicine's athletic trainer registry). Remarkably, 13 of those 19 unlicensed athletic trainers were working at schools on the Eastern side of the state (north and east of Twin Falls). The figure below further illustrates the state's need for athletic trainers in the secondary setting by providing information on the availability of licensed athletic trainers in Idaho's secondary schools and also noting those schools who are utilizing unlicensed (illegally-practicing) athletic trainers.

Presence of Licensed and Unlicensed Athletic Trainers in Idaho Secondary Schools

Licensed Athletic Trainers in Idaho High Schools	Unlicensed (illegally working without certification) Athletic Trainers in Idaho High Schools
	

Total Number of Idaho High Schools with Interscholastic Athletic Programs: 154
Total Number of Licensed Athletic Trainers in Idaho High Schools: 28
Percentage of Idaho High Schools with Licensed Athletic Trainers: 18.1%

Sources: Cross comparison from the Directory of the Idaho High School Activities Association (2011) and the Idaho Board of Medicine AT licensee list (2011).

It should be noted that athletic training licensure is granted only to those individuals who complete an accredited college program and who pass national board examinations. Because of this need for licensed athletic trainers in Idaho's secondary schools and because athletic training positions carry extracurricular stipends, the program must attract those individuals already working in the schools. The ATEP's close connection with the Center for Sports Concussion would also help facilitate educational outreach to schools and youth sport programs as well as baseline and post-concussion neurocognitive testing of athletes.

a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing date collection; dissemination of assessment results; program design and on-going assessment. (See Board policy III.X., Outcomes Assessment.)

Statement of Problem:

Since the profession of athletic training was recognized by the American Medical Association in the mid-1990s, the job setting and responsibilities of athletic trainers have evolved dramatically, as evidenced by the Bureau of Labor Statistics which projects a 37% growth between 2008 and 2018. There are estimated to be more than 50,000 athletic trainers working in varied settings nationally. At the same time, there is a national push to better protect our youngest athletes from the inherent dangers prevalent in organized sport. In few places is this more evident than in the area of concussion management. Currently, 38 states have passed legislation requiring young athletes receive medical clearance prior to be allowed to resume activity following a concussion. While Idaho has yet to enact such regulation, it is being discussed. The ISU MSAT program will be unique in its field nationally in its niche to prepare athletic trainers as outreach health care providers who specialize in concussion management and neurological assessment.

Employment of athletic trainers is expected to grow much faster than the average for all occupations through 2014. That job growth will be concentrated in health care industry settings, such as ambulatory heath care

services and hospital settings. ISU's athletic training niche will undoubtedly prepare students for such settings. The demand for health care should grow dramatically as the result of advances in technology, increasing emphasis on preventive care, and an increasing number of older people who are more likely to need medical care. Athletic trainers will benefit from this expansion, because they provide a cost-effective way to increase the number of health professionals in an office or other setting. Also, employers increasingly emphasize sports medicine, in which an immediate responder, such as an athletic trainer, is on site to help prevent injuries and provide immediate treatment for any injuries that do occur. Athletic trainers' increased licensure requirements and regulation has led to a greater acceptance of their role as qualified health care providers. As a result, third-party reimbursement is expected to continue to grow for athletic training services. As athletic trainers continue to expand their services, more employers are expected to use these workers to realize the cost savings that can be achieved by providing health care in-house. Settings outside the sports world, especially those that focus on health care, are expected to experience fast employment growth among athletic trainers over the next decade. Continuing efforts to have an athletic trainer in every high school reflect concern for student-athletes' health as well as efforts to provide more funding for schools, and may lead to growth in the number of athletic trainers employed in high schools.

Addressing the Need/Assessment:

The COE and its SSPE Department have worked collaboratively for the past 8 years to draft the MSAT curriculum and even explored cross-curricular connections with the ISU Division of Health Sciences (School of Rehabilitation and Communication Sciences/Physical Therapy). The addition of the MSAT program has been a priority for the COE and its SSPE Department throughout this time and has been outlined in our strategic planning. We feel our program, while solely housed within the College of Education, provides an opportunity for collaboration among colleges and programs and targets the recruitment of students from throughout the University and around the entire Intermountain West.

SSPE assessment data from 2009-2011 showed ISU's Exercise Science program to be a strong and viable program. Student exit interviews and Senior Capstone (PE 4454) evaluations from 2009-2011 revealed substantial student interest in and need for certification programs that can assist in employment potential. The competitive and nationally recognized ATC (Certified Athletic Trainer) and CSCS credentials will help to meet our students' interests and needs.

To determine our student's specific interest for a MSAT program at ISU, we conducted a random internal survey of 75 current SSPE undergraduate majors. The survey queried students on whether they had an interest in athletic training as a graduate major, and if so, we asked if they would be likely to enroll in the program. 69 of the 75 students (92%) expressed an interest in a Master of Science in Athletic Training program. Of those 69 students, 60 said they would be either somewhat likely (n=40; 67%) or very likely (n=20; 33%) to enroll in such a program.

Athletic training licensure is granted only to those individuals who complete an accredited college program and who pass national board examinations. Because of this need for licensed athletic trainers in Idaho's secondary schools and because athletic training positions carry extracurricular stipends, the program must attract those individuals already working in the schools. The MSAT program's close connection with the Center for Sports Concussion (which is led by Faure) would help facilitate educational outreach to schools and sport programs and help to provide baseline and post-concussion neurocognitive testing of athletes.

b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

In the fall of 2011, The Department of Sport Science and Physical Education had 234 undergraduate Physical Education majors accepted into four emphasis areas: Sport Management (75), Exercise Science (78), Outdoor Education (24) and PE Teaching (57). We also have another 44 students in the Physical Education – Pre-Education program (undeclared emphasis area). While all of our emphasis-area students' curricula and potential work

settings connect nicely to athletic training, Exercise Science majors are perhaps the ones who could benefit most from the addition of a MSAT program. These students and Physical Education-Teaching students will fulfill all pre-requisite requirements for the MSAT upon graduation. Sports Management and Outdoor Education students would need to fulfill exercise physiology and biomechanics requirements in addition to completing their undergraduate course sequence.

SSPE also had 153 total students enrolled in its Master's program in Athletic Administration (Pocatello & Boise cohorts + distance sites). We feel the MSAT program would not conflict substantially with the enrollment of the Athletic Administration program. Additionally, this program may attract students graduating with undergraduate degrees from ISU outside of the Department of SSPE. Specifically, it may interest students graduating with undergraduate degrees in Teacher Education who wish to pursue working as athletic trainers in the secondary school setting. It may also interest other ISU undergraduate majors, especially those completing programs in health-related areas such as Physical Therapy Assistant. Students interested in careers in sports medicine but who are unable to immediately enter professional programs such as ISU's Doctor of Physical Therapy (DPT) or Physician Assistant (PA) program could also benefit from this program. The acquisition of a MSAT and subsequent BOC Certification will not only allow them to enter the "sports medicine" workforce, it might also serve as a valuable stepping-stone towards acceptance into the DPT program and subsequent dual certification that could make these students even more professionally marketable.

Once the MSAT program is in place, a comprehensive assessment plan will evaluate all aspects of the educational program. Assessments used for this purpose will include, but will not be limited to, clinical site evaluations, clinical instructor evaluations, completed clinical proficiency evaluations, academic course performance, employer and/or alumni surveys, senior exit evaluations, and BOC examination passing rates. Assessments will evaluate (a) achievement outcomes relative to the educational mission and goals of the program, (b) effectiveness of learning, (c) quality of didactic instruction, and (d) quality of clinical instruction. Additionally, data will be provided to demonstrate the MSAT program's effectiveness as it relates to (a) achievement of the programs educational mission and goals, (b) effectiveness of learning, (c) quality of didactic instruction, and (d) quality of clinical instruction. All assessment will be ongoing.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

This program will recruit new graduate students to Idaho State University by relying primarily upon the matriculation of undergraduate students at our University. We expect that several students interested in the Doctor of Physical Therapy (DPT) program at ISU will apply for admission into the MSAT program, however we do not expected to this to have a negative effect on the DPT program because of the significant number of applicants and the competitive selection process involved with that program. We have worked collaboratively with ISU's DPT program and their faculty agrees with us that this program will only benefit the number of students that have shown interest in the athletic health care professions.

c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

The MSAT Program is a new program that will extend upon the graduate opportunities available for students graduating with undergraduate degrees in related (preparatory) fields including Exercise Science.

The MSAT Program is a cohort model program that has a maximum enrollment of 12 full time students in each cohort. It is a two-year program so the maximum number of students in the program at any given time is 24. While the UI's program can accommodate up to 50 students at any given time (25 per cohort) with their 4.5 FTEs, ISU's program will only have 2.0 FTEs and thus, to adhere to accreditation requirements, enrollment must be capped at these lower numbers. In the initial year of the program, we will seek 10 students while we seek accreditation. The following year we will accept a full cohort. The program will seek maximum enrollment (24 students) by the third year. The available area clinical affiliate sites committed to the athletic training education

program determined the cap. In addition, CAATE accreditation standards provide guidelines that state that clinical education (separate from the didactic instruction) must be completed under the direct supervision of appropriately credentialed practitioners and should not exceed a ratio of 8 students per clinical instructor. The clinical education component, as currently designed puts us within that ratio. We do not anticipate any part time students in the program. This degree is a full-time, academically rigorous program with an extensive clinical education component.

Academic Year	Cohort	Number of New MSAT Students	Total Number of MSAT Students
2013-2014	1	10	10
2014-2015	2	12	22
			Maximum MSAT Enrollment: 24 Students

6. **Resources** – fiscal impact and budget

In order to meet CAATE requirements, ISU is prepared to provide and manage adequate, equitable and continuing resources necessary to operate the MSAT program. The program's budget will be consistent and comparable with other academic programs within the College of Education and will facilitate the purchase of expendable supplies, capital equipment, course instruction, operating expenses and professional development.

The MSAT Program is a cohort model program that has a maximum enrollment of 12 full time students in each cohort. It is a two-year program so the maximum number of students in the program at any given time is 24. In the initial year of the program, we will seek 10 students while we seek accreditation. The following year we will accept a full cohort. The program will seek maximum enrollment (24 students) by the third year. The available area clinical affiliate sites committed to the athletic training education program determined the cap. In addition, CAATE accreditation standards provide guidelines that state that clinical education (separate from the didactic instruction) must be completed under the direct supervision of appropriately credentialed practitioners and should not exceed a ratio of 8 students per clinical instructor.

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	FY 14		FY 15		FY 16	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	22	22	24	24
B. Shifting enrollments	0	0	0	0	0	0

II. EXPENDITURES

	FY 14		FY 15		FY 16	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Faculty	1.0	43,000.00[1]	2.0	103,000.00[1]	2.0	103,000.00[1]
2. Administrators		0		0		0
3. Adjunct faculty		0		0		0
4. Graduate/instructional assistants		0		0		0
5. Research personnel		0		0		0
6. Support personnel		0		0		0
7. Fringe benefits		17,494		38,525		38,525
8. Other:		0		0		0
Total FTE Personnel And Costs;	**1.0**	**60,494**	**2.0**	**141,525**		**141,525**

	FY 14	FY 15	FY 16
B. Operating expenditures			
1. Travel	3,500[2]	2,400[2]	2,400[2]
2. Professional services	500	1,000	1,000
3. Other services	1,200	8,700	1,200
4. Communications	1,000	1,000	1,000
5. Utilities	0	0	0
6. Materials & supplies	5,000[4]	2,750[4]	2,750[4]
7. Rentals	0	0	0
8. Repairs & maintenance	0	0	0
9. Materials & goods for manufacture & resale	0	0	0

10. Miscellaneous	1,000	1,000	1,000
Total Operating Expenditures:	**12,200**	**16,850**	**9,350**
	FY 14	FY 15	FY 16
C. Capital Outlay			
1. Library resources	0	0	0
2. Equipment	15,000[3]	6,000[3]	3,000[3]
Total Capital Outlay:	**15,000**	**6,000**	**3,000**
D. Physical facilities Construction or major Renovation	0	0	0
E. Indirect costs (overhead)	0	0	0
GRAND TOTAL EXPENDITURES:	**87,694**	**164,375**	**153,875**

Notes:

[1]Average annual salary of AT Program Director is $72,000, based on National Athletic Trainers' Association Salary Study (2009). ISU College of Education salary level for rank of Associate Professor is $53,000, however we feel the MSAT Program Director's additional duties at annual accreditation justify a higher salary ($60K annually). The COE plans to absorb the difference from PCN 1530). The PCN 1530 Assistant Professor will be transferred to this program. The current salary is $45,510 plus fringe. This is a reallocation of resources.

[2]Standard faculty travel allowances for College of Education faculty are $1200/year per faculty member; We have allocated additional faculty travel during the first year to assist Program Director with accreditation preparation

[3]Equipment includes classroom tables & chairs, multimedia equipment, faculty computers, taping/treatment tables, athletic training equipment (such as electronic stimulation machines, ultrasound machine, etc); first aid, taping and bracing supplies, rehabilitation supplies, annual consumables and other one-time purchases.

III. REVENUES

	FY 14	FY 15	FY 16
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	60,494	60,494	60,494
2. Appropriated funds -- New – MCO –Tuition	52,075	140,603	156,226
3. Federal funds	0	0	0

4. Other grants	0	0	0
5. Fees	0	0	0
6. Other: Professional Fees	0	33,000	36,000
TOTAL REVENUES:	**112,569**	**234,097**	**252,720**

	FY 14	FY 15	FY 16
B. Nature of Funds			
1. Recurring*	**112,569**	**234,097**	**252,720**
2. Non-recurring**	0	0	0
TOTAL REVENUES:	**112,569**	**234,097**	**252,720**

* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

We have one state appropriated faculty line already in place and dedicated to this program PCN 153000. We are prepared to direct this line towards the MSAT Program Director position. To pay for the second faculty line (Clinical Instruction Coordinator), ISU's College of Education will provide bridge funding (indirect funds) for the MSAT program while it seeks accreditation. After accreditation is obtained, professional fees will be used to pay for this second faculty line.

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
FY14					
Clinical Instruction Coord. Ass't/Assoc Professor	$43,000	1.0	$43,000	150	16.67
TOTAL	**$43,000**	**1.0**	**$43,000**	**150**	**16.67**
FY15					
Program Director Ass't/Assoc Professor	$60,000	1.0	$60,000	180	20.
Clinical Instruction Coord.	$43,000	1.0	$43,000	300	33.34

Ass't/Assoc Professor					
TOTAL	**$103,000**	**2.0**	**$103,000**	**480**	**53.34**
FY1					
Program Director	$60,000	1.0	$60,000	180	20.
Ass't/Assoc Professor					
Clinical Instruction Coord.	$43,000	1.0	$43,000	360	40.
Ass't/Assoc Professor					
TOTAL	**$103,000**	**2.0**	**$103,000**	**540**	**60**

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

There are no other projected support personnel needs. Each faculty will receive a $1,200 travel allowance which is included in the estimate of travel costs to increase the research portfolio.

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program

Not Applicable.

CAATE requires equitable professional clerical/secretarial and other support staff be available to support program personnel comparable to that provided to similar academic programs in the institution. The SSPE Department feels its current professional clerical/secretarial support staff is adequate to support the needs of the MSAT program and therefore no additional support personnel will be necessary.

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Professional travel allowance of $1200 per semester is included in the "fringe" of the base salary rates listed above. This amount is standard for all tenured and tenure-track faculty in the College of Education. No additional travel allowances or professional allowances will be necessary. In order to obtain CAATE accreditation, there will be miscellaneous expenses required. This includes a $500 application fee to CAATE. ISU will also engage in a rigorous self-study, an external review of that self-study by CAATE committee members, and an on-site visit by CAATE to triangulate the findings of our self-study report estimated to be $7,500.

d. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The MSAT will utilize existing library holdings in the ISU Library. Holdings already in place at ISU are adequate for the MSAT Program and include current editions of books, periodicals, and other reference materials in contemporary formats related to the programmatic goals of the MSAT. No new titles will be necessary.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

CAATE requires that physical facilities include classrooms that are consistent in size and quality with classrooms and laboratories used for similar academic programs at the sponsoring institution. The MSAT will utilize existing classroom space within Reed Gymnasium. No additional space will be required. All SSPE classrooms within Reed Gym are scheduled to receive capital improvements consisting of heating, ventilation and air condition (HVAC). Currently there is no HVAC in the SSPE classrooms at Reed Gym. The addition of the MSAT program will not expand this HVAC work order.

Further, CAATE requires that students have reasonable access to the information resources needed to adequately prepare them to be entry-level professionals. This includes current editions of books, periodicals, and other reference materials in contemporary formats related to the programmatic goals. Existing holdings in ISU's library will accommodate these needs, however we have allotted an additional $1,000 per year be allocated for additional classroom resources.

Additionally, the ISU Department of Athletics has pledged their support to this educational program. Their support includes the use of their athletic training rooms & equipment in those rooms and the availability of staff athletic trainers to serve as Clinical Instructors and for ISU athletic practices/games to serve as outreach sites for the MSAT students' required clinical experiences. This will further assist ISU in meeting CAATE program requirements.

The MSAT will require 2.0 FTE (outlined above). The MSAT will also require equipment and supply purchases. These will account for approximately $15,000 upon startup (first year), $6,000 in the second year and $3,000 in subsequent years (see below). No additional journals or monographs will be required.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

N/A

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Equipment/Supplies Needed to Purchase: 2013-2014

	Qty	Unit Cost	Total Cost
Classroom Desktop Computer	1	500.00	$500.00
Instructional Software	1	1,000.00	$1,000.00
Treatment Tables	6	400.00	$2,400.00
Ultrasound/Stim Combo Teaching Unit	1	3,000.00	$3,000.00
Electrodes (ass't)	1	100.00	$100.00
BP Cuffs (2 regular size, 2 oversize)	4	50.00	$200.00
Ultrasound Gel / Massage gel (1 gallon)	2	50.00	$100.00
Spider Straps	2	225.00	$450.00
Adjustable Extrication Cervical Collars	6	10.00	$60.00
Spine Board	2	300.00	$600.00
Otoscope/ Ophthalmoscope	2	215.00	$240.00

Vacuum Splint Kit	1	800.00	$800.00
Arm Slings	6	15.00	$90.00
FMX Extractors	2	350.00	$700.00
Trainer's Angels	2	80.00	$160.00
Cervical Immobilization Head Bed	1	200.00	$200.00
Examination roller stools	6	160.00	$960.00
Misc Taping Supplies • Instructional tape 100 rl/cs • Leukotape • Kinesiotape • Elastic Tape • Elastic Wraps	1	2,500.00	$2,500.00
Universal Knee Immobilizers	2	90.00	$180.00
Document Camera	1	352.00	$352.00
Heavy Duty Bandage Shears	12	28.00	$336.00
Sharks Tape Cutters	12	6.00	$72.00
			$15,000.00

Equipment/Supplies Needed to Purchase: 2014-2015

	Qty	Unit Cost	Total Cost
Instructional Resources/Software	1	600.00	$600.00
Neurocognitive Testing Software	1	600.00	$600.00
Taping Supplies	1	2,000.00	$2,000.00
Medicine Balls/Rack (assorted)	1	210.00	$210.00
Rehab Dumbbells/Rack (assorted)	1	200.00	$200.00
Rehab Ankle/Wrist weights (assorted)	1	100.00	$100.00
Rehab Rebounder	1	400.00	$400.00
Epipen Autoinject Trainer	3	20.00	$60.00
Body Blade	2	100.00	$200.00
Urine Analysis Reagent Strips, Multi Stix 10	2	70.00	$140.00
Foam rollers	2	25.00	$50.00
Adjustable Slant board	1	100.00	$100.00
BOSU Balance Trainer	2	160.00	$320,00
Wobble Board Package	1	260.00	$260.00
Airex Balance Pads	2	60.00	$120.00
8' Slideboard	1	475.00	$475.00
Reflex Hammers	4	8.00	$32.00
Pinwheel Neuro Instrument	2	12.00	$12.00
Fluorescein Dye/Cobalt Blue lights	1	20.00	$20.00
			$6,000.00

Equipment/Supplies Needed to Purchase: 2015-2016

	Qty	Unit Cost	Total Cost
Neurocognitive Testing Software	1	600.00	$600.00

Misc Taping Supplies	1	1,500.00	$1,500.00
Goniometers	6	12.00	$72.00
Inclinometer	1	86.00	$86.00
Cloth Tape Measures	6	4.00	$24.00
Cervical Traction Units	1	186.00	$186.00
Fanny Packs	12	50.00	$600.00
			$3,000.00

e. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

A portion of the funding for one faculty position has been reallocated to the Department of Sports Sciences and Physical Education. This position was reallocated to that department based upon increased enrollment and potential for growth. The position was moved from another program which is in the process of being restructured. There is little impact on the restructured program or the students in that program.

(2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

A large portion of the funding will come from increased student enrollment in the new program and the related student tuition. It will not require a legislative request for additional funding.

(3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

There are not currently federal grants, other grants, special fee arrangements, or contracts to fund the program. The potential for new federal funding is increases, as well as the potential for private contracts because the program will be linked to the Concussion Center which opened two years ago funded by private grants.

APPENDIX A

Idaho State University
Master of Science in Athletic Training
Commission on Accreditation of Athletic Training Education (CAATE) Standards

Standards for the Accreditation of Entry-Level Athletic Training Education Programs

Standards for the Accreditation of Entry-Level Athletic Training Education Programs

The purpose of the Commission on Accreditation of Athletic Training Education (CAATE) is to develop, maintain, and promote appropriate minimum standards of quality of entry level Athletic Training education programs. CAATE is sponsored by The American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers' Association (NATA).

The *Standards for the Accreditation of Entry Level Educational Programs for the Athletic Trainer* (*Standards*) *are* used to prepare entry-level athletic trainers. It is each institution's responsibility to demonstrate compliance with these *Standards* in order to obtain and maintain recognition as a CAATE-accredited Athletic Training Education Program (ATEP). A list of accredited programs is published and available to the public.

These *Standards* are to be used for the development, evaluation, analysis, and maintenance of ATEPs. The *Standards* also contain a glossary of terms used throughout the document; the definitions provided in the glossary must be applied as stated. Via comprehensive and annual review processes, CAATE is responsible for the evaluation of a program's compliance with the *Standards*. The Standards provide minimum academic requirements; institutions are encouraged to develop sound innovative educational approaches that substantially exceed these *Standards*.

Description of the Professional
The Certified Athletic Trainer (ATC ®) works with physicians and other medical personnel, employers, patients, parents, guardians, and athletic personnel in the development and coordination of efficient and responsive health care delivery systems. Athletic trainers are integral members of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate /industrial, and other health care settings.

The athletic trainer's professional preparation is based on the development of specified educational competencies and clinical proficiencies. Through a combination of formal classroom and clinical instruction and clinical experience, the athletic trainer is prepared to provide health care within each of the following content areas:

- Risk management and injury prevention
- Pathology of injuries and illnesses
- Orthopedic clinical examination and diagnosis
- Acute care of injury and illness
- Pharmacology
- Therapeutic modalities
- Conditioning and rehabilitative exercise
- Medical conditions and disabilities
- Nutritional aspects of injury and illness
- Psychosocial intervention and referral
- Health care administration
- Professional development and responsibility

General Requirements for Accreditation

Section A: Sponsorship

A1. The sponsoring institution must be accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation.

A2. Sponsoring institutions must submit documentation that it is authorized, under applicable law or other acceptable authority, to provide a program of postsecondary education. Institutions outside of the United States must submit documentation that the institution is recognized and authorized by a national or international authority to provide a program of postsecondary education.

A3. Current formal affiliation agreement(s) or memorandum(s) of understanding must be developed and endorsed by appropriate administrative personnel from all institutions (i.e., bearing signature authority). The agreement must delineate responsibilities for:

A3.1 program administration,
A3.2 instruction,
A3.3 supervision, and
A3.4 other functions as deemed appropriate by the sponsoring institution or the affiliate institution.

A4. Each affiliated clinical setting where students are assigned to a clinical instructor for student learning and/or clinical practice (excluding the ATEP sponsoring institution) must have an affiliation agreement. In the case where the administrative oversight of the clinical instructor differs from the affiliate site, formal agreements must be obtained from both parties.

Section B: Personnel

B1. Program Director

B1.1 Requirements of the Position

The program director must:

B1.11 be a full-time position of the sponsoring institution,
B1.12 have full faculty status, rights, responsibilities, and privileges as defined by institution policy and be consistent with other similar positions at the institution,
B1.13 have programmatic administrative and supervisory responsibility recognized as a department assignment consistent with other similar assignments at the institution, and
B1.14 have an amount of released/reassigned workload that is necessary to meet the administrative responsibilities of this assignment. This released/reassigned workload must be consistent with similar assignments at the institution.

B1.2 Responsibilities of the Position

The Program Director must have input to and assurance of the following program features:

B1.21 organization and administration of all aspects of the educational program,
B1.22 curricula planning and development,
B1.23 fiscal and budgetary input and management as determined by the institution,
B1.24 equitable distribution of educational opportunities at all clinical and classroom sites. This responsibility may be shared with a faculty member designated as a clinical coordinator; however, the Program Director has ultimate responsibility, and
B1.25 recognizable institutional responsibility or oversight for the day-to-day operation, coordination, supervision, and evaluation of all components (academic and clinical education) of the ATEP.

B1.3 Qualifications

The Program Director must:

B1.31 hold current national certification and be in good standing with the Board of Certification (BOC),
B1.32 have a minimum of five years experience as a BOC-certified athletic trainer,
B1.33 possess a current state athletic training credential for those states that require professional credentialing for athletic trainers, and
B1.34 demonstrate teaching, scholarship, and service consistent with institutional standards.

B2. Faculty and Instructional Staff

B2.1 Qualifications

All faculty and instructional staff members assigned and responsible for the instruction of required coursework must be:

B2.11 qualified through professional preparation and experienced in their respective academic areas as determined by the institution,

B2.12 recognized by the institution as faculty or instructional staff, and

B2.13 familiar with and incorporate the *Athletic Training Educational Competencies* as they pertain to their respective teaching areas.

B2.2 Number

There must be sufficient faculty and instructional staff to:

B2.21 advise and mentor students,

B2.22 provide oversight of program clinical education and experiences,

B2.23 provide instruction and supervision on a regular planned basis, and

B2.24 maintain student to faculty and instructional staff ratios to allow for educational classroom and laboratory instruction and evaluation as consistent with institutional practice.

B3. Clinical Faculty and Staff

B3.1 Clinical Instructor Educator (CIE)

A CIE must be:

B3.11 recognized and designated by the institution as the CIE for the educational program,

B3.12 BOC credentialed for a minimum of three years,

B3.13 designated and authorized by the institution to oversee Approved Clinical Instructor (ACI) training, and

B3.14 knowledgeable in the content areas required for the training of Approved Clinical Instructors (ACI).

B3.15 If more than one individual is designated as the CIE for the educational program, then at least one of those individuals must be a BOC credentialed athletic trainer.

B3.2 Approved Clinical Instructor (ACI) Qualifications

An ACI must:

B3.21 be credentialed in a health care profession (see glossary,

B3.22 be an ATC ® or appropriately credentialed health care professional for a minimum of one year, and

B3.23 not be currently enrolled in the entry level athletic training education program at the institution,

B3.24 ACI training must include the following content areas:

B3.241 learning styles and instructional skills,

B3.242 review of the *Athletic Training Educational Competencies*,

B3.243 evaluation of student performance and feedback,

B3.244 instructional skills of supervision, mentoring, and administration,

B3.245 program/institution-specific policies, procedures, and clinical education requirements,

B3.246 legal and ethical behaviors,

B3.247 communication skills,

B3.248 appropriate interpersonal relationships, and

B3.249 appropriate clinical skills and knowledge.

B3.25 be trained/re-trained by the institution's CIE at least once every three years.

B3.3 Approved Clinical Instructor (ACI) Responsibilities

An ACI must function to:

B3.31 provide instruction and/or evaluation of the *Athletic Training Educational Competencies*,

B3.32 provide assessment of athletic training students' clinical proficiency

B3.33 have regular communication with the appropriate ATEP administrator, and

B3.34 demonstrate understanding of and compliance with the policies and procedures of the ATEP.

B3.4 Clinical Instructor (CI) Qualifications

A CI must:

B3.41 be a credentialed health care professional (see glossary,

B3.42 be appropriately credentialed for a minimum of one year. If a CI is credentialed for less than one year, the program must develop and document the implementation of a plan for supervision of that CI by an experienced credentialed CI that ensures the quality of instruction provided to the athletic training students.

B3.43 not be currently enrolled in the athletic training education program at the institution.

B3.5 Clinical Instructor (CI) Responsibilities

A CI must:

B3.51 supervise the students during clinical and/or field experiences,

B3.52 have regular communication with the appropriate ATEP administrator, and

B3.53 demonstrate understanding of, and compliance, with the policies and procedures of the ATEP.

B3.6 Medical and Other Health Care Personnel

There must be involvement of various medical and other health care personnel in formal classroom settings on a planned, annual, and continuing basis.

B3.61 A minimum of two physicians (MD, DO) with differing specialties must participate in formal, scheduled classroom instruction that is a component of a required course(s).

B3.62 A minimum of two allied health care professionals (refer to glossary) other than physicians, with differing specialties, with professional credentials other than, or in addition to, Certified Athletic Trainer must participate in formal, scheduled classroom instruction that is a component of a required course(s).

B4. ATEP Medical Director

The medical director must:

B4.1 be an MD/DO who is licensed to practice in the state housing the ATEP, and

B4.2 in coordination with the program director, act as a resource and expert for the medical content of the ATEP in both formal classroom and supervised clinical experiences.

B5. Administrative and Support Staff

B5.1 Equitable professional clerical/secretarial and other support staff must be available to support program personnel comparable to that provided to similar academic programs in the institution.

B5.2 Clerical/secretarial and other support staff must be sufficient to support the program's mission and goals.

Section C: Resources

C1. Financial Resources

C1.1 The academic unit of the sponsoring institution must provide and manage adequate (as defined by C1.3), equitable and continuing resources necessary to operate an athletic training education program.

C1.2 The ATEP budget must be consistent and comparable with other academic programs funded by the sponsoring institution.

C1.3 Funding must be available for the following essential needs and functions:

C1.31 expendable supplies,
C1.32 capital equipment,
C1.33 course instruction,
C1.34 operating expenses, and
C1.35 professional development.

Section D: Physical Resources

D1. Facilities

D1.1 Physical facilities must include:
- **D1.11** classrooms that are consistent in size and quality with classrooms used for similar academic programs at the sponsoring institution,
- **D1.12** laboratories that are consistent in size and quality with laboratories used for similar academic programs at the sponsoring institution,
- **D1.13** clinical facilities that are consistent in size and quality with clinical facilities used for similar academic programs at the sponsoring institution, and
- **D1.14** administrative offices must be provided for program staff and faculty on a consistent basis similar to other academic programs at the sponsoring institution.

D1.2 An athletic training facility and other clinical settings must provide the primary setting(s) in which the clinical portion of the athletic training educational program is conducted.

D1.3 The educational facilities for all instructional sites used for classroom and laboratory instruction must be equitable for students at each site; this includes distance or remote education sites.

D1.4 Classroom and laboratories must have seating, lighting, heating/cooling, and ventilation that will provide an atmosphere to facilitate the learning process.

D1.5 There must be designated space for confidential counseling of students by ATEP faculty.

D1.6 There must be secure, private storage space for student files and records.

D2. Learning and Instructional Resources

D2.1 The number and quality of instructional aids must allow for learning, practice, and evaluation during formal instruction and the clinical practice components of the ATEP.

D2.2 Instructional aids must be available to provide instruction and student practice of the clinical proficiencies and psychomotor competencies as identified in the *Athletic Training Educational Competencies*.

D2.3 At all distance or remote education sites, learning and instructional equipment and supplies used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students.

D2.4 At all distance or remote education sites, educational technology used for formal instruction and assessment must be comparable and equally accessible to all students regardless of location.

D3. Therapeutic Modalities and Rehabilitation Resources

D3.1 The therapeutic modalities and rehabilitation equipment, identified in the psychomotor and clinical proficiency sections of the *Athletic Training Educational Competencies*, must be available for formal instruction and practice.

D3.2 Therapeutic modalities and rehabilitation equipment appropriate for clinical use must be available for clinical education purposes.

D3.3 At all distance or remote education sites, all therapeutic modalities and rehabilitation equipment used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

D4. First Aid and Emergency Care Equipment

D4.1 The first aid and emergency care equipment, identified in the *Athletic Training Educational Competencies,* must be available for formal instruction and practice.

D4.2 First aid and emergency care equipment, appropriate to the emergency action plan of the clinical setting, must be available for clinical education purposes.

D4.3 At all distance or remote education sites, all first aid and emergency equipment used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

D5. Library and other Information Sources

D5.1 Students must have reasonable access to the information resources needed to adequately prepare them to be entry-level professionals. This includes current editions of books, periodicals, and other reference materials in contemporary formats related to the programmatic goals.

D5.2 At all distance or remote education sites, all library and other information resources used for classroom and laboratory instruction and student assessment must be comparable and equally accessible to all students regardless of location.

Section E: Operational Policies and Fair Practices

E1. Program Admission and Advertisements

E1.1 Program admission criteria (E1.11-E1.13) must be clearly defined and published consistently in official institutional academic documents, handbooks, and/or other published and announced information sources. It is not necessary to have all information in all documents, but there must be appropriate reference to a publicly accessible document that includes all program admission criteria. Program admission criteria must include the:

E1.11 technical standards,
E1.12 competitive admissions process, and
E1.13 transfer and retention policies.

E1.2 Program admission criteria must be available to prospective and current students.

E1.3 Program policies, procedures, and requirements must be accurate and consistent in all published and announced information sources (e.g., web-sites, catalogs, recruiting materials).

E1.4 Announcements and advertising must accurately reflect current terminology of the profession and program offered (e.g., BOC, athletic training student, and the ATEP title of athletic training).

E1.5 Student and faculty recruitment, student admission, and faculty employment practices must be non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin and must be consistent with defined institutional policy.

E1.6 Academic tuition, fees, and other ATEP required costs to the student must be made known to all applicants and current students in official institutional documents (e.g., published and announced information sources).

E1.7 The institution must have a published procedure available for processing student and faculty grievances.

E1.8 Policies and processes for student withdrawal and for refund of tuition and fees must be published in official institutional publications or other announced information sources and made available to applicants.

E1.9 Policies and procedures governing the award of available funding for work-study, scholarship, or other funding opportunities must be accessible by all students.

E1.10 Work-study, scholarship, or other funding opportunities must not require students to perform athletic training skills or services as a replacement of certified athletic training staff.

E1.11a The welfare of all athletic training students must be protected by liability insurance that can be documented through policy declaration pages or other legally-binding documents.

Section F: Health and Safety

F1. A physical examination by a MD/DO/NP/PA must verify that the student is able to meet the physical and mental requirements - with or without reasonable accommodation - of an athletic trainer. This examination must include:
- **F1.1** a medical history,
- **F1.2** an immunization review, and
- **F1.3** evidence of a physical examination that is maintained by the institution in accordance with established confidentiality statutes.

F2. Technical standards required for admission to the program must be clearly defined, published, and approved by appropriate institutional representatives having the authority to act on behalf of the institution; these requirements must be readily accessible to current and prospective students. Students who are unable to meet the technical standards and who require accommodations must attain verification by a physician or appropriate institution disability officer as defined by sponsoring institution policy.

F3. Athletic training students must be officially enrolled in the clinical portion of the program, be formally instructed and formally assessed on athletic training clinical skills as part of a required course prior to performing those skills on patients.

F4. An active communicable disease policy must be established, published in program documents that are accessible to current students, and enforced for ATEP students by program personnel.

F5. Electrical modalities and electrical safeguards (e.g., GFIs) must annually pass safety inspections and be calibrated by a qualified technician at all clinical sites.

F6. The students must comply with Occupational Safety and Health Administration or appropriate blood-borne pathogen procedures. Students must receive:
- **F6.1** formal blood-borne pathogen training before being placed in a potential exposure situation. This includes participation in all clinical settings and situations including the clinical observation portion of the clinical education experience (if applicable).
- **F6.2** annual education in pathogen and infection control,
- **F6.3** access to and utilize appropriate blood-borne pathogen barriers,
- **F6.4** access to and utilize proper sanitary precautions, and
- **F6.5** access to appropriate biohazard disposal equipment and procedures at each clinical site.

F7. Students must have access to a written emergency action plan at each clinical site where assigned for clinical education.

Section G: Student Records

G1. Student records must be maintained in a secure location(s), be accessible to only designated program personnel, and document the following:
- **G1.1** evidence of completion of published admission criteria,
- **G1.2** verification of all completed clinical experiences,
- **G1.3** student and ACI/CI signed clinical experience evaluations,
- **G1.4** completed clinical competencies and proficiencies including skill/technique acquisition and learning over time evaluations,
- **G1.5** completed and signed technical standards,
- **G1.6** written documentation of a physical examination, including immunizations, by a MD/DO, NP, or PA,
- **G1.7** remediation and disciplinary actions,
- **G1.8** appropriate academic progress (e.g., grade tracking/completion forms, advisement forms),
- **G1.9** written documentation of current first aid, CPR, and AED training consistent with the *Athletic Training Educational Competencies*, and
- **G1.10** written documentation of annual blood-borne pathogen training.

Section H: Outcomes

H1. Programs must routinely secure qualitative and quantitative data to determine the outcomes and effectiveness of the program. These outcomes must relate to the program's stated educational mission and goals and include measures related to didactic and clinical instruction, student learning (both clinical and didactic), and overall program effectiveness. The specific volume and nature of outcome information is influenced by the individual character of the institution and should be in keeping with other academic programs within the institution.

H2. There must be a comprehensive (master) assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose may include, but are not limited to, clinical site evaluations, clinical instructor evaluations, completed clinical proficiency evaluations, academic course performance, employer and/or alumni surveys, senior exit evaluations, and BOC examination passing rates.

- **H2.1** The evaluation plan must include, minimally, assessments that are designed to evaluate:
  - **H2.11** achievement outcomes relative to the educational mission and goals of the program,
  - **H2.12** effectiveness of learning,
  - **H2.13** quality of didactic instruction, and
  - **H2.14** quality of clinical instruction.
- **H2.2** The ATEP must provide data that demonstrates effectiveness as related to:
  - **H2.21** achievement of the programs educational mission and goals,
  - **H2.22** effectiveness of learning,
  - **H2.23** quality of didactic instruction, and
  - **H2.24** quality of clinical instruction.
- **H2.3** The program must document an ongoing plan for obtaining the outcome data delineated in H2.2

H3 Programs that include distance education (i.e., online learning), or remote education components, must provide documentation of instructional effectiveness of any distance education or off-campus educational components in relation to the overall program and its impact on all students of the program of both on and off-site locations.

Section I. Curriculum and Instruction

I1. Description of the Program - The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. The undergraduate major or graduate major equivalent must be:

- **I1.1** consistent with other majors offered within the institution,
- **I1.2** identified as an academic athletic training major program in institutional academic publications, and
- **I1.3** indicated on the official transcript of the student as is normally designated for other undergraduate majors or graduate major equivalents at the institution.

I2. Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include:

- **I2.1** program mission and goals,
- **I2.2** curriculum and course sequence,
- **I2.3** clinical education, and
- **I2.4** clinical and didactic requirements for completion of the major or graduate major equivalent.

I3. The content of the curriculum must include formal instruction in the expanded subject matter as identified in the *Athletic Training Educational Competencies*. Formal instruction must involve teaching of required subject matter with instructional emphasis in structured classroom and laboratory environments.

I4. Clinical experiences must follow a logical progression that allows for increasing amounts of clinically-supervised responsibility. The clinical education plan must follow and reinforce the sequence of formal classroom and psychomotor skill learning.

I5. Clearly written course syllabi are required for all courses that deliver content contained in the *Athletic Training Educational Competencies.* Syllabi must include:

- **I5.1** course title, number, and term,
- **I5.2** course instructor,
- **I5.3** learning objectives,
- **I5.4** specific evaluation criteria and weightings,
- **I5.5** objective course completion criteria, and
- **I5.6** daily/weekly topics in sufficient detail to determine course content relative to assigned competencies and clinical proficiencies.

Section J: Clinical Education

J1. The athletic training curriculum must include provision for clinical experiences under the direct supervision of a qualified ACI or CI (see Section B) in an appropriate clinical setting.

- **J1.1** ACI or CI must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education.
- **J1.2** The ACI or CI must consistently and physically interact with the athletic training student at the site of the clinical experience.
- **J1.3** There must be regular planned communication between the ATEP and the ACI or CI.
- **J1.4** The number of students assigned to an ACI or CI in the clinical experience component must be of a ratio that will ensure effective education and should not exceed a ratio of eight students to an ACI or CI in the clinical setting.

J2. Clinical experiences must provide students with opportunities to practice and integrate the cognitive learning, with the associated psychomotor skills requirements of the profession, to develop entry-level clinical proficiency and professional behavior as an Athletic Trainer as defined by the *NATA Educational Competencies.*

J3. Clinical experiences must be contained in individual courses that are completed over a minimum of two academic years.

- **J3.1** Course credit must be consistent with institutional policy or institutional practice.
- **J3.2** Courses must include objective criteria for successful completion.
- **J3.3** There must be opportunities for students to gain clinical experiences associated with a variety of different populations including genders, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.
- **J3.4** Student clinical experiences must be conducted in such a way to allow the ATEP faculty/staff to regularly and frequently evaluate student progress and learning, as well as the effectiveness of the experience.
- **J3.5** The students' clinical experience requirements must be carefully monitored.
  - **J3.51** The length of clinical experiences should be consistent with other comparable academic programs requiring a clinical or supervised practice component. Such policies must be consistent with federal or state student work-study guidelines as applicable to the campus setting.
  - **J3.52** Consideration must be given to allow students comparable relief (days off) from clinical experiences during the academic year as compared to other student academic and student activities offered by the institution (e.g., other health care programs, athletics, clubs).

J4. The clinical experience must allow students opportunities to practice with different patient populations and in different athletic or allied health care settings.

J5. All clinical education sites where students are gaining clinical experience must be evaluated by the ATEP on an annual and planned basis.

J6. At least 75% of the student's clinical experiences must occur under the direct supervision of an ACI or CI who is an ATC®.

Administering and Maintaining Accreditation

Section K: Program and Sponsoring Institution Responsibilities

The policies and procedures described in Sections K through M are subject to change. Programs will be notified prior to any policy or procedural changes.

K1. Accreditation

Initial or continuing accreditation actions occur on cycles that are no longer than five years for initial accreditation and seven years for continuing accreditation. The initiation of an accreditation cycle requires a comprehensive review to determine compliance with the Standards.

K1.1 Application for Accreditation

Currently-accredited programs or those requesting initial accreditation review must apply for a comprehensive review for accreditation on or before June 1st or September 15th of the year preceding the end of their accreditation cycle. Application materials must include:

K1.11 CAATE Application for Accreditation Services,
K1.12 $500 application fee, and
K1.13 Comprehensive self-study report.

K1.2 Accreditation Process

K1.21 Self-study documents submitted by an ATEP are reviewed by a designated Site Visit Team consisting of two qualified evaluators.

K1.211 Failure to submit the required self-study documents within the designated time period will result in first a warning (30 days past deadline) for required submission, then revocation of accreditation at the end of the ATEP's accreditation cycle.

K1.22 A site visit team is identified by CAATE and assigned to the accreditation review for the ATEP.

K1.23 The site visit team, consisting of at least two member representatives of the professional groups comprising the accreditation commission, will be forwarded the self study materials to review and compare to the Standards in advance of the site visit.

K1.24 The site visit team will coordinate a two or three day on-site visit that includes an agenda for visit on dates agreeable to both parties. In the event that not all courses have been or are being taught and/or not all clinical components implemented by the time of the site visit, the request for a comprehensive accreditation review will be denied.

K1.25 Following the site visit, the Site Visit team will submit a preliminary report to a Review Committee team for review and assistance in consistent formatting.

K1.26 The ATEP will receive a formal copy of the site visit team report and have 30 days to submit a rejoinder in response to the site visit team's findings to comment and provide clarification and/or additional data and correct factual errors.

K1.27 The site visit team and the Review Committee will review the rejoinder and make comments and recommendations to CAATE for action.

K1.28 Final accreditation action will be determined by CAATE, and the ATEP will be notified of that action.

K2. Administrative Requirements for Maintaining Accreditation – Accreditation bears with it certain institutional administrative responsibilities. Failure to meet any of the following administrative requirements may lead to administrative probationary action and ultimately to probation and the involuntary withdrawal of accreditation. Administrative probation is rescinded immediately upon the rectification and verification that all deficiencies have been corrected and/or that fees have been paid. To maintain accreditation, the following actions are required:

K2.1 The Program must submit the *Self-Study* or, if requested, the required progress report within the timeframe determined by the CAATE based on the availability of specific documentation being requested.

K2.2 All CAATE-accredited programs must submit a self study and have an on-site review at least once every seven years.

K2.3 The institution's administration officials must inform CAATE of changes in all required Program personnel (e.g. Program Director, Clinical Instructor Educator, Medical Director) and/or Administrative personnel (e.g. President, Dean, Department Chair) within 30 days of the change.

K2.4 The sponsoring institution must inform CAATE of its intent to transfer program sponsorship in accordance with CAATE policy, including the completion of a new CAATE "Application for Accreditation Services" form. Applying for a transfer of sponsorship does not guarantee that transfer of accreditation will be granted.

K2.5 The program must pay CAATE fees within Net 60 days. Failure to submit payment will result in the program not being reviewed if applying for initial accreditation, or for continuing programs being placed on administrative probation.

K2.6 The sponsoring institution must inform CAATE in writing of any adverse decision affecting its institutional or state accreditation within 30 days of such action. Written notification must contain the administrative signature of the president/CEO.

K2.7 The sponsoring institution must inform CAATE in writing, within 30 days, of any intended substantive changes in the institution or program. Written notification must also contain an appropriate administrative signature of an administrator who has the authority to speak and act on behalf of the institution. Specific changes that must be reported include:

K2.71 institution's mission or objectives if these will affect the program,

K2.72 institution's legal status or form of control,

K2.73 degree or credential level,

K2.8 Annual Reporting Requirements

The institution sponsoring the program must complete an annual report designed to document continued compliance with the Standards.

K2.81 An annual report must be submitted by the designated date.

K2.811 Failure to submit the annual report as required will result in administrative probation.

K2.812 Administrative Probation will be converted to Probation with a requirement for submission of additional materials, with the maximum penalty of a mandatory comprehensive review, if report is not received within sixty (60) days of the original submission deadline.

K2.813 Programs submitting annual reports after the deadline will be required to participate in the audit process.

K2.82 Institutions self reporting a non-compliance(s) with one or more Standard(s) will be required to submit additional documentation, as requested by CAATE, demonstrating current compliance.

K2.83 Additional materials may be requested as needed by CAATE for verification or clarification.

K2.84 Failure to demonstrate compliance with the Standards included in the Annual Report will result in accreditation action.

K2.85 Failure to self-report, or fail to truthfully self-report non-compliance with the Standards will result in probation.

K2.86 Yearly, ten percent of the annual reports will be randomly selected for a

comprehensive audit of the Standards examined in the Annual Report. Those programs submitting materials after the required deadline will be included in that 10% of programs audited

K2.861 Failure to provide requested audit materials or discovery of a misrepresentation will result in probation.

K2.9 Voluntary Withdrawal of Accreditation

Any institution sponsoring a program may request a voluntary withdrawal of accreditation from CAATE at any time. To initiate a voluntary withdrawal the institution must notify the CAATE executive office in writing of its desire to discontinue the program's accreditation status. The notification must:

K2.91 be signed by the president/CEO or an administrator who has the authority to speak and act on behalf of the institution,

K2.92 indicate when the last class of students graduated or will graduate,

K2.93 the desired effective date of the voluntary withdrawal, and

K2.94 the location where all records for students who have completed the program will be kept.

Section L: Accreditation Actions

L1. Initial Accreditation

Initial accreditation refers to the first time a program receives accreditation through CAATE. The maximum length of initial accreditation is five (5) years.

L2. Continuing Accreditation

Accreditation status awarded to programs currently accredited by CAATE. The maximum length of continuing accreditation is seven (7) years.

L3. Probation

L3.1 Probationary actions are levied on currently accredited programs that fail to maintain compliance with the Standards.

L3.2 If the recommendation of the CAATE is probation, then the sponsoring institution is provided the opportunity to request reconsideration within 15 days of notification or to demonstrate compliance with the designated Standard(s) within a specified time.

L3.3 Reconsideration of a recommendation for probationary accreditation is based on conditions existing both when the Commission arrived at its recommendation and on subsequent documented evidence of corrected deficiencies provided by the institution.

L3.4 Failure to provide evidence documenting compliance with the designated Standard(s) may result in either a withdrawal of accreditation or require the submission of a comprehensive self-study and site visit at a time outside of the ATEP's normal accreditation cycle.

L4. Administrative Probation

L4.1 Administrative probationary actions are levied on currently accredited programs that fail to follow administrative requirements of an accredited program.

L4.2 Administrative probation may be converted to Probation within 60 days of non-response by the ATEP.

L4.3 CAATE awards of Probationary Accreditation are final and are not subject to appeal. However, the sponsoring institution may voluntarily withdraw its application for accreditation anytime prior to CAATE's action for probation.

L5. Withholding or Withdrawing Accreditation

L5.1 Before accreditation can be withheld or withdrawn, the CAATE must provide the sponsoring institution with the opportunity to request reconsideration within 15 days of notification. CAATE's reconsideration of a recommendation for

withholding or withdrawing accreditation is based on conditions existing both when the committee arrived at its recommendation and on subsequent documented evidence of corrected deficiencies provided by the institution. The sponsoring institution may choose to voluntarily withdraw its application for accreditation anytime prior to CAATE's final action.

L5.2 CAATE decisions to withhold or withdraw accreditation may be appealed. A copy of the CAATE Appeals Procedures for Withholding or Withdrawing Accreditation is enclosed with the letter of notification of negative accreditation actions.

L5.3 When accreditation is withheld or withdrawn, the sponsoring institution's chief executive officer is provided with a clear statement of each deficiency and is informed that if the institution chooses not to appeal that the institution may newly apply for accreditation once the program is believed to be in compliance with the accreditation Standards.

L.6 Tabled Action

On rare occasions, an accreditation action may be tabled to allow sufficient time for necessary documentation to be submitted. Tabled actions may not be used in situations where non-compliances with the Standards will negatively impact the students' education and/or health and safety.

Section M: Inactive Programs

M1. A program may request inactive status from CAATE for up to, but not exceeding, two years. No students may be admitted or enrolled currently in an inactive program.

M2. The institution is responsible to provide evidence that currently enrolled students have been notified of the inactive status and are still receiving the education delineated in the accreditation documents last received by CAATE.

M3. To reactivate a program, the institution must inform CAATE in writing of its intent to do so and complete a limited report documenting the current status of the program.

M4. The program and its sponsoring institution must continue to pay all required fees while inactive in order to maintain its accreditation status.

M5. A program that does not enroll students for more than two years is considered discontinued and will have its accreditation involuntarily withdrawn.

Section N. Administration

N1. All materials submitted to CAATE become the property of CAATE. Under no circumstances will property of CAATE be returned to an institution or to an individual.

N2. The policies and procedures of CAATE are not contained wholly in this Document may be found in the Policy & Procedure Manual which is available on the CAATE website. Those policies and procedures included in Sections K-N, like all CAATE policies and procedures, are subject to review and revision by CAATE. All currently-accredited programs will be notified of changes to policies and/or procedures that affect accreditation at the time of the change.

N3. All CAATE accreditation actions will be made available in a public forum and are required as part of the accreditation process.

Athletic Training Standards Glossary

Ability to Intervene	The CI or ACI is within the immediate physical vicinity and interact with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being "physically present."
Academic Catalog/Bulletin	The official publication of the institution that describes the academic programs offered by the institution. This may be published electronically and/or in paper format.
Academic Plan	The plan that encompasses all aspects of the student's academic classroom and clinical experiences.
Adequate	Allows for the delivery of student education that does not negatively impact the quality or quantity of the education. Same as sufficient.
Administrative Support Staff	Professional clerical and administrative personnel provided by the sponsoring institution. Professional clerical personnel may be supplemented, but not replaced, by student assistants.
Affiliate (Affiliated Setting)	Institutions, clinics, or other health settings not under the authority of the sponsoring institution but that are used by the ATEP for clinical experiences.
Affiliation Agreement	A formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. Same as the memorandum of understanding.
Allied Health Care Professional	Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Paramedic, Occupational Therapist, Optometrist, Orthotist, Pharmacist, Physical Therapist, Physician Assistant, Podiatrist, Prosthetist, Psychologist, Registered Nurse or Social Worker who hold a current active state or national practice credential and/or certification in the discipline and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or may not hold formal appointments to the instructional faculty. Same as other health care professionals. (12-7-07)
Approved Clinical Instructor (ACI)	An appropriately credentialed professional identified and trained by the program CIE to provide instruction and evaluation of the Athletic Training Educational Competencies and/or Clinical Proficiencies. The ACI may not be a current student within the ATEP.
Appropriate Credential	An appropriate credential refers to a practice credential (i.e. a state license, state certification or state registration) that is required for the individual to practice his/her specific health care or medical profession within the state housing the ATEP. Where indicated, an appropriate credential is a required qualification of the program director, the medical director, approved clinical instructor (ACI), and the clinical instructor (CI) regardless of whether the individual is currently practicing his/her profession.
ATEP	Athletic Training Education Program.

ATEP Faculty	BOC Certified Athletic Trainers and other faculty who are responsible for classroom or sponsoring institution clinical instruction in the athletic training major.
Athletic Training Facility/Clinic	The facility designated as the primary site for the preparation, treatment, and rehabilitation of athletes and those involved in physical activity.
Athletic Training Student (ATS)	A student enrolled in the athletic training major or graduate major equivalent.
Clinical Coordinator	The individual a program may designate as having the primary responsibilities for the coordination of the clinical experience activities associated with the ATEP. The clinical coordinator position is currently recommended, but not required by the Standards.
Clinical Education	The application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of an ACI/CI.
Clinical Experiences	Those clinical education experiences for the Athletic Training Student that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.
Clinical Instruction Site	The location in which an ACI or CI interacts with the ATS for clinical experiences. If the site is not in geographical proximity to the ATEP, then there must be annual review and documentation that the remote clinical site meets all educational requirements.
Clinical Instructor (CI)	An individual identified to provide supervision of athletic training students during their clinical experience. An ACI may be a CI. The ACI may not be a current student within the ATEP.
Clinical Instructor Educator (CIE)	The BOC Certified Athletic Trainer recognized by the institution as the individual responsible for ACI training. If more than one individual is recognized as a CIE for an ATEP, then at least one of those individuals must be a BOC Certified Athletic Trainer.
Clinical Plan	The plan that encompasses all aspects of the clinical education and clinical experiences.
Clinical Ratio	The ratio of ACI or CI to the number of athletic training students. The ratio is calculated for all students assigned to the instructor for the length of the experience or academic term. The ratio must not exceed eight students per instructor. If directed observation students are providing direct patient care or require supervision they must be included in this ratio.
Communicable Disease Policy	A policy, developed by the ATEP, consistent with the recommendations developed for other allied health professionals, that delineates the access and delimitations of students infected with communicable diseases. Policy guidelines are available through the CDC
Contemporary Instructional Aid	Instructional aids used by faculty and students including, but not limited to, computer software, AED trainers, and Epi-Pen trainers.
Contemporary Information Formats	Information formats used by faculty and students including electronic databases, electronic journals, digital audio/video, and computer software.
Didactic Instruction	See: Formal classroom and laboratory instruction.

Direct Patient Care	The application of professional knowledge and skills in the provision of health care.
Direct Supervision	Supervision of the athletic training student during clinical experience. The ACI and or CI must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.
Directed Observation Athletic Training Student	A student who may be present in an athletic training facility, but not necessarily enrolled in the athletic training major, who is required to observe the practices of a Certified Athletic Trainer. This student may not provide direct patient care.
Distance Education	Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution and students at that institution and additional locations. Instruction may be via the internet, telecommunication, video link, or other electronic media. Distance education does not include clinical education or the participation in clinical experiences. Same as remote education.
Equitable	Not exact but can be documented as comparable with other similar situations or resources.
Expanded Subject Area	Subject matter that should constitute the academic "core" of the curriculum. It must include, but not be limited to the following areas: assessment of injury/illness, exercise physiology, first aid and emergency care, general medical conditions and disabilities, health care administration, human anatomy, human physiology, kinesiology/biomechanics, medial ethics and legal issues, nutrition, pathology of injury/illness, pharmacology, professional development and responsibilities, psychosocial intervention and referral, risk management and injury/illness prevention, strength training and reconditioning, statistics and research design, therapeutic exercise and rehabilitative techniques, therapeutic modalities, weight management and body composition.
Formal Instruction	Teaching of required competencies and proficiencies with instructional emphasis in structured classroom and laboratory environment(s). Same as didactic instruction.
Full-time Faculty	Recognized by the sponsoring institution as a full-time member of the faculty with all responsibilities and voting privileges as other designated full-time faculty and documented in institutional faculty delineations.
Funding Opportunities	Opportunities for which students may participate for reimbursement, but that do not require the students to utilize athletic training skills, to replace qualified staff, and are not required of the academic program.
General Medical Experience	Clinical experience that involves observation and interaction with physicians, nurse practitioners, and/or physician assistants where the majority of the experience involves general medical topics as those defined by the Athletic Training Educational Competencies.
Geographic Proximity	Within a vicinity to allow for annual inspection, review, and documentation of meeting all academic requirements by the ATEP faculty/staff.

Learning Over Time (Mastery of Skills)	The process by which professional knowledge and skills are learned, integrated, and evaluated. This process involves initial formal instruction and evaluation of knowledge and skill as defined by the NATA Educational Competencies, followed by a time of sufficient length to allow for practice and integration of discrete knowledge and skill into a demonstration of comprehensive clinical (actual or simulated) proficiency. Clinical proficiencies must be evaluated by Approved Clinical Instructors (ACIs)
Major	In documents of the institution (catalogue, web pages, etc.) where majors are listed, athletic training must be listed as a major. The designation as a major must be consistent with institutional and system wide requirements.
Master Plan	The plan of the ATEP that encompasses all aspects of student education and learning in both the clinical and didactic settings.
Medical Director	The physician (MD or DO) who serves as a resource for the programs director and ATEP faculty regarding the medical content of the curriculum. The Medical Director may also be the team physician; however, there is no requirement for the Medical Director to participate in clinical education.
Memorandum of Understanding	See: Affiliation agreement.
Other Health Care Personnel	See: Allied health care personnel.
Outcome Assessment Instruments	The instruments used for program evaluations that are designed to collect data and feedback in regard to outcomes that relate to the ATEP mission, goals, and objectives of the program. Instruments also must be designed to collect data and feedback in regard to the effectiveness of program instruction relative to the Athletic Training Educational Competencies.
Outcomes	The effect that the ATEP has on the preparation of students as entry-level athletic trainers and the effectiveness of the program to meet its mission, goals, and objectives.
Physical Examination	An examination performed by an appropriate health care provider (MD,DO, PA, NP) to verify that the student is able to meet the physical and mental requirements (i.e., technical standards) with or without reasonable accommodation as defined by the ADA.
Physically Interact	See: Ability to intervene and physically present.
Physically Present	See: Ability to intervene.
Physician	A Medical Doctor (MD) as defined by the American Medical Association or a Doctor of Osteopathic Medicine (DO) as defined by the American Osteopathic Association.
Pre-Professional Student	A student who has not yet been admitted formally into the ATEP. May be required to participate in non-patient activities as described by the term Directed Observation Athletic Training

	Student.
Professional Development	Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and in-services, that allow for the continuation of eligibility for professional credentials.
Program Director	The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the administration and implementation of the ATEP.
Remote Education	See Distance education.
Service Work	Volunteer activities outside of the required clinical experiences (e.g., Special Olympics, State Games). If athletic training skills are part of this service work, then they must be supervised in those activities.
Sponsoring Institution	The college or university that awards the degree associated with the ATEP and offers the academic program in Athletic Training.
Sufficient	See: Adequate.
Team Physician	The physician (MD or DO) responsible for the provision of health care services for the student athlete. S/he may also be the medical director; however, this is not required by the Standards.
Technical Standards	The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the ATEP. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

APPENDIX B

Idaho State University
Master of Science in Athletic Training
Admissions and Retention Policies and Criteria

The Master of Science degree in Athletic Training is a limited-enrollment program. Applicants for admission are evaluated and ranked on the following criteria:

1. Application and acceptance by ISU Graduate School
2. Cumulative G.P.A. (minimum of 2.75)
3. GRE/MAT score (see guidelines below)
4. Successful completion of the following required prerequisite courses with a grade of "C" or better in each course:
    a. Anatomy and Physiology (1 year equivalent)
    b. Care and Prevention of Athletic Injuries (or equivalent)
    c. Neuroscience (Preferred)
    d. General Nutrition or Sports Nutrition
    e. Exercise Physiology
    f. Biomechanics
    g. Sport Psychology (or other upper division Psychology course)
5. Evidence of current First Aid/CPR/AED for Health Care Provider certification
6. Statement of Personal Interest in Athletic Training
7. Two Letters of Recommendation (one must be from a faculty member)
8. Personal Interview

Applicants must also undergo a criminal background check and have current immunizations. Criminal background checks must be done through ISU Public Safety at the applicant's expense. Conviction of a felony or other serious offense will likely result in denial of placement for the clinical assignment, and consequently affect the student's standing in the program. Required immunizations include Varicella, MMR, Tuberculosis, Hepatitis BZ, DPT/Td, and Polio.

Summary of Admission Process

Invitations to apply to the Athletic Training Program will be two-fold: Students must apply and be accepted to ISU's Graduate School prior to departmental program faculty review. MSAT application materials will be available on ISU's MSAT program website. Candidates must submit to the MSAT Program Director the appropriate support documents. Each candidate's application materials will be reviewed by a committee consisting of the MSAT Program Director, the MSAT's Clinical Instruction Coordinator, and an additional faculty designee from the Department of SSPE. The evaluation process includes ranking the applicants with regard to criteria established above. Interviews will be scheduled with those students deemed to be worthy candidates for the MSAT program. Notification of acceptance into the program will be made by the MSAT Program Director once the evaluation and interview process is complete. Students must be enrolled full time and must begin coursework in the summer. Admitted students are required to begin their clinical experiences during the fall semester.

Timeline for the process:

- August 1 – March 1 Application instructions and information available online
    - Student takes GRE or MAT
    - Student applies to ISU's College of Graduate Studies
    - Student submits to MSAT program two letters of recommendation, statement of personal interest in athletic training, proof of prerequisite coursework completed, proof of current First Aid/CPR/AED for Healthcare Provider certification.

- March 15 – 31 Review of the candidates eligibility for the program
    - Faculty sifts through applicant pool

- Interviews conducted with prospective candidates
- Students will be notified of admission status

- April 1 — Candidates are notified of program admission status
- Summer Session — Program/Instruction begins

Advisement

Upon approval of the student's application for graduate study, an advisor will be assigned. An advisor may be requested by the student, as can a change of advisor, by written request to the MSAT Program Director. The advisor works closely with the student to assist them in scheduling and verifying MSAT program requirements. Ultimately however, it is the student's responsibility to be sure that all MSAT program requirements are met. Contact your advisor upon admission.

Restricted Registration

Any graduate student receiving a C+ or below in one graduate course during her or his MSAT program, whose GPA falls below 3.0, or who does not have an approved planned program of study may be automatically blocked from registering for additional courses. The student may petition the MSAT Program Director to have this block removed.

Classification of Graduate Students

Consistent with ISU's Graduate School policy, *Classified Status* may be granted to graduates of accredited institutions who have earned the following:

GPA	STANDARDIZED TEST
3.5 to 4.000	No standardized test (GRE/MAT) required
3.0 to 3.499	Minimum: 40th Percentile on at least one area of the GRE or 40th Percentile on the MAT
2.5 to 2.999	Minimum: Combined Verbal and Quantitative (V + Q) score of 1000 on GRE or 45th Percentile on the MAT
Below 2.499	No Admission

Unclassified Status may be granted, on exception by faculty vote, to applicants holding a bachelor's degree who desire to take courses for graduate credit for personal or professional enrichment, but who do not want to pursue a graduate degree. There is no assurance that courses taken under unclassified status may be used later to satisfy degree requirements. Students may not take more than 9 credits without applying for classified status and must petition to transfer a maximum of 30% of credits from unclassified status to a degree program.

Grading

A standard grading scale will apply:

A: 93% +
A-: 90%-92%
B+: 87%-89%
B: 83%-86%
B-: 80%-82%
C+: 77%-79%
C: 73%-76%
C-: 70%-72%
D+: 67%-69%
D: 63%-66%

D-: 60%-62%
F: 59% or worse

A 3.0 GPA is required for any graduate degree or certification at Idaho State University. A grade of C+ or below is essentially failing at the graduate level.

Semester Credit Limits
The maximum number of credits obtainable in a semester is 16, including courses taken at the undergraduate level. In a summer semester, a student may earn a number of credits equal to the number of weeks enrolled plus two, and the total number of summer semester credits may not exceed 12 (e.g., a student taking classes for eight weeks may earn up to 10 credits). Exceptions must be approved by the MSAT Program Director, and communicated to the Graduate Dean. Graduate Assistants may register for no more than 12 credits per semester.

Transfer Credits
All graduate credits must be earned as Idaho State University resident credits except for the following:
In all degree programs a total of nine semester credits may be transferred from an accredited institution. Transfer of residence credits from an accredited institution is acceptable only if the courses are specifically approved by the advisor on the planned program of study, and by the Graduate School Office AND the academic department of ISU when the final program of study is submitted. Official transcripts to be used for transfer of credits in a degree program must be IN the Graduate School office, with the Transcript Evaluator, before the final program of study and the application for a degree will be approved. Additionally, the final official transcript must be sent to ISU Graduate School for any credits earned outside of ISU before the degree will be posted.

Graduate Standardized Test
An Idaho State University requirement for all graduate degree programs is the satisfactory completion of the GRE or MAT exam. The Department of Sport Science and Physical Education requires all applicants to complete a Graduate Standardized Test with the exception of students with a GPA of 3.5 or better, based on the last 60± semester undergraduate credits (see page 1, Classification of Graduate Students).

Program of Study
A planned Program of Study (PPOS) form must be completed within the first four weeks of admission to the program and approved by the student's advisor. Registration may be blocked until completion and approval of the PPOS. A final Program of Study (FPOS) form must be completed the first four weeks of the semester immediately preceding the student's semester of intended graduation. The final Program of Study form lists all requirements that must be completed in order to receive the degree. Following approval of the final program of study, and proof of application to graduate (both to be completed the first four weeks of the semester preceding the student's semester of graduation), students may schedule their final exam the semester preceding the semester of expected graduation date.

Capstone Project
All MSAT students seeking a MSAT degree must complete a capstone project. This project may start no earlier than the final semester of coursework and must be completed within one calendar year. Topic approval must be gained from both the student's advisor and MSAT Program Director. Students are encouraged to work closely with their advisor to complete this requirement. Form and style MUST meet acceptable formal writing procedures as detailed in the PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) 6th Edition. A manual for preparing thesis and dissertation work is available from the Office of Graduate Studies.

The MSAT student is responsible for organizing a three-member committee and obtaining the Graduate Faculty Representative (GFR). The student is responsible for coordinating and scheduling all committee meetings. A proposal meeting with all examining committee members is required before the capstone project can begin. All committee members are to receive a summary of the capstone project proposal a minimum of two weeks prior to

the proposal meeting. Final written papers of the project should be distributed to all examining committee members a minimum of four weeks before the scheduled defense (must be at least five weeks prior to graduation). If any member questions whether or not the substance or form of the project is adequate, the committee as a whole decides if the project is sufficiently prepared for final oral defense. The major advisor is responsible for reporting a final grade to the registrar for all prior project registrations of the candidate when the oral defense has been successful and when the finished project has been approved by the examining committee (see detailed timeline attached).

Time Limits

All credits applied towards a MSAT degree must have been taken within 8 years immediately prior to granting of the degree unless it can be shown that the course work taken more than 8 years earlier covers material that has not changed substantially during the intervening time or that the student has been able to remain current in the topics covered in the course. Evidence that the older course work is still appropriate must be supported and approved in writing by the student's advisor, MSAT Program Director, and SSPE department chair, and submitted with a petition to the Dean of the Graduate School. A Graduate Petition must be obtained, completed, and filed through the Graduate School. Graduate students who have been admitted to Graduate School may enroll for graduate classes by registration without further application activity if they enroll within two years from the beginning of the term for which they were accepted. Graduate students who fail to enroll during the two-year period, or more restrictive period of the department, must reapply for admission, and pay a processing fee. Graduate students who have not completed their thesis/capstone project by the end of their coursework must register for one or more graduate credits of thesis or independent project coursework during subsequent semesters, including each summer semester, until they have completed their degrees. Students who, for compelling reasons, wish to interrupt work on projects, theses, or dissertations may request, in writing, a leave of absence from the Graduate School. Graduate students who fail to meet the continuing registration requirement will be judged to have dropped out of their programs and will no longer enjoy access to university resources, including the library and computer facilities. In order to regain access to university resources, students will be required to reapply to the Graduate School and be readmitted. A corollary of this requirement is that a graduate student must be registered for at least one graduate credit in order to take a final oral examination or be processed for graduation. Any student who registers for the required credit and then subsequently drops the credit, will be considered in violation of this policy.

National Board Certification and State Licensure

In order to attain national board certification through the Board of Certification (BOC), an individual must graduate from an athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) with a Bachelor's or Master's degree and pass the BOC certification exam. Candidates who are enrolled in their final semester/quarter prior to graduation are eligible to sit for the BOC exam. Qualified candidates for the BOC certification exam must receive exam application endorsement by the recognized Program Director of the CAATE accredited program from which they earned or will earn their Bachelor's or Master's Degree. If the program is in the accreditation process, candidates must be enrolled in the program during the semester of the site visit. Additional fees will apply (payable to the BOC). Once a candidate's eligibility is approved, he/she will be notified via email and will be able to register for the exam when the exam registration window opens. Candidates have 1 year from their application approval date to register and pay for the BOC exam. If a candidate has registered for the final exam window prior to his/her expiration date, the candidate must sit during that exam window; rescheduling is not an option. Failure to register, pay and sit for the exam within this time frame will require submission of a new application and retaking the exam. When submitting a new application, candidates must satisfy the current eligibility and fee requirements. *Students who do not successfully pass the ISU MSAT program requirements will not be eligible to sit for their national board exams and, thus, will not be eligible for state licensure.* Athletic trainer licensure is required in 39 states, including Idaho, and registration and/or certification is required in 48 states. Only those candidates who pass the BOC exam are eligible to apply for state licensure. Applications for licensure may be obtained in Idaho through the office of the Idaho Board of Medicine. Additional fees apply (payable to regulatory board).

APPENDIX C

Idaho State University
Master of Science in Athletic Training
Course Descriptions

AT 66xx: FOUNDATIONS OF ATHLETIC TRAINING (3 credits)
Survey of the profession of athletic training. Injury prevention, assessment, treatment, taping and rehabilitation of common athletic injuries will be presented. Lab included. (Summer)

AT 66xx: PATHOPHYSIOLOGY AND GENERAL MEDICAL ASSESSMENT (3 credits)
This course addresses current medical issues that pertain to athletic training and the physically active. Content includes sports pharmacology, physiological considerations, common illnesses and special concerns. Lab included. (Summer)

AT 66xx: PHYSICAL ASSESSMENT OF THE LOWER EXTREMITIES (3 credits)
Intense, in-depth study of the lower extremities including physical examination, injury recognition, treatment, taping, bracing, and foundations of rehabilitation. Lab included. (Fall)

AT 66xx: PHYSICAL ASSESSMENT OF THE SPINE AND UPPER EXTREMITIES (3 credits)
Intense, in-depth study of the trunk, head, face, and upper extremities including physical examinations, injury recognition, emergency treatment, taping, bracing, and foundations of rehabilitation. Lab included. (Spring)

AT 66xx: THERAPEUTIC MODALITIES (3 credits)
Analysis of the physiological response to injury and the effects of therapeutic modalities on athletic injuries. Lab included. (Fall)

AT 66xx: CONDITIONING & THERAPEUTIC EXERCISE (3 credits)
Development of proficiency in the theory, design and implementation of conditioning programs and instruction on the effective application of therapeutic exercise in order to achieve symptom free movement and function. Content includes basic principles of exercise, therapeutic effects of exercise, functional evaluation of performance, goniometric measurements, and manual muscle testing. Lab included. (Spring)

AT 66xx: TRAUMATIC BRAIN INJURY AND NEUROLOGICAL ASSESSMENT (3 credits)
Comprehensive examination of sport-related traumatic brain injury. Includes neurological assessment and rehabilitation methods. Lab included. (Fall)

***PE 6645: ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS** (3 credits)
This course is designed to expose students to the organization and administration concepts of athletic training. Content includes management, leadership, legalities, historical perspectives, motivation and technology. (Spring)

***PE 6640 or MPH 6640 or EDUC 6601 RESEARCH AND WRITING** (3 credits)
Identification and application of basic research methods used in athletic administration, public health or education. *Prerequisite*: Statistics course. (Fall)

AT 66xx PROFESSIONAL ISSUES IN ATHLETIC TRAINING (3 credits)
This course is designed to various professional issues involved with athletic training in a topical format in order to develop a holistic understanding of the profession. Content includes topics such as psychosocial issues, cultural competence in healthcare delivery, performance enhancement, job seeking, exam preparation, and continuing professional development. (Spring)

PE 6651 MASTER'S PROJECT (3 credits)

Capstone project to culminate learning experiences consisting of a presentation (written and oral) and defense of a case study before an examining committee. (Fall/Spring/Summer)

AT 66xx: CLINICAL EXPERIENCES IN ATHLETIC TRAINING I (3-6 credits)
Clinical experiences in athletic training. (Fall)

AT 66xx CLINICAL EXPERIENCES IN ATHLETIC TRAINING II (3-6 credits)
Clinical experiences in athletic training. (Spring)

AT 66xx: CLINICAL EXPERIENCES IN ATHLETIC TRAINING III (3-6 credits)
Clinical experiences in athletic training. (Fall)

AT 66xx: CLINICAL EXPERIENCES IN ATHLETIC TRAINING IV (3-6 credits)
Clinical experiences in athletic training. (Spring)

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* denotes existing course. Course name and description change will be necessary.

APPENDIX D

Idaho State University
Master of Science in Athletic Training
Letters of Support

IDAHO STATE UNIVERSITY

Department of Sport Science and Physical Education

College of Education

921 South 8th Avenue,
Stop 8105
Pocatello, Idaho
83209-8105

September 14th, 2011

Dr. Barbara Adamcik
Interim Provost, Idaho State University
Administration Building 106, Stop 8063
Pocatello, ID 83209

Dear Dr. Adamcik,

I am writing to ask for your assistance in forwarding the NOI for the Master's Program in Athletic Training proposed by the College of Education onto the State Board of Education for consideration at the October meeting. We are requesting that this NOI go forward at this time because we would like to start this program in the fall of 2012. Advertising for a faculty position for this start date is contingent upon State Board of Education approval.

While the University of Idaho is starting a similar program in 2012, we feel there are several distinct differences between the program at UI and our proposal at ISU. Among them are the delivery method, the target audience, the curriculum emphasis, the clinical placement model, and the fee structure. In addition, UI's program concentration is on "lower extremity biomechanics and translating research to practice", whereas ISU's program concentration is on traumatic brain injury and concussion in sport and on the design of safe and effective strength and conditioning programs.

This proposed program will address the demonstrated need for certified athletic trainers in East Idaho, in particular by encouraging athletic trainer placement in the secondary school setting.

Thank you for your consideration,

Deborah Hedeen, Ph.D.
Dean, College of Education
Idaho State University

Karen M. Appleby, Ph.D.
Associate Professor and Department Chair
Sport Science and Physical Education
Idaho State University

Phone: (208) 282-2657
Fax: (208) 282-4654

August 16, 2011

Deborah Hedeen EdD
Dean, College of Education
Idaho State University
Pocatello, ID 83209

Dear Dr. Hedeen,

I received a request from Dr. Caroline Faure, Assistant Professor of Sport Science and PE, to provide a letter of support to accompany an NOI to initiate a new academic degree program at ISU titled, MASTER OF ATHLETIC TRAINING. I'm in my fourth year as Chair of the Kinesiology Department here at Boise State and from 1980 to 1997 I served as the Athletic Training Education Program (ATEP) Director. I have also served with the Idaho State Board of Medicine as the Chair of the Board of Athletic Trainers. I call these things to your attention simply to provide some background and context for my comments supporting Dr. Faure's NOI.

Presently there are two entry-level ATEPs in Idaho, one at the University of Idaho, Moscow campus and the other here at Boise State. Both of these programs are at the baccalaureate level and likely serve a student population within the geographical services areas of each institution. Given the significant geographical separation between the campuses of our respective institutions (BSU, ISU, and U of I) I do not perceive any issues with respect to duplicative programs competing for the same population of students in the foreseeable future. It is my understanding that the U of I has submitted an NOI to create an entry-level masters degree ATEP although it is presently unclear as to when that program will be available. It is also my understanding that program will be delivered online and be self-support. While I appreciate the advantages of an online degree for both the students and the sponsoring institution, I do have some concerns with that model as students apparently can be located virtually anywhere with Internet access and participate in the program. That said, as the current BSU ATEP is an entry-level BS program, we are NOT directly competing for students with the proposed program at the U of I. This is also the case with the program being proposed by Dr. Faure at ISU in that the program is at the MS level and again, will NOT be competing directly with our service area for students.

I think it is also critical to know that Dr. Faure has established a reputation at ISU for scholarship in the area of sport and activity related concussion. Her work in this area is nationally recognized and it is my understanding, given the suggested curriculum for the proposed program, that concussion management will be an important component in the new program. As such, these graduates will be uniquely qualified to return to their clinical careers with "value-added" skills in the prevention, identification, and management of head injury in sports. This is a major issue within the sports medicine community and the proposed program is poised to serve a major niche' in this emerging field of study.

In the spirit of full-disclosure, I would be remiss if I did not convey to you that we are currently engaged in a full review of our ATEP with the goal of making decisions regarding its future form, to include identification of the most appropriate degree level. In the event that we determine that we also wish to pursue an entry-level masters degree ATEP at some point in the future, I do not see it in direct conflict with a similar program at ISU. As stated previously in this letter, given our geographic relationship with ISU, I don't believe we will be competing for the same students and therefore, in that respect, we won't represent duplicative academic programs.

In summary, I fully support your efforts to initiate a new academic program, i.e, MASTER OF ATHLETIC TRAINING and I do not see it as duplicative in Southern Idaho. Further, I believe with the current program recognition at ISU for scholarship and community engagement in the area of concussion management in sport and activity, you are well positioned to fill an important niche' in the sports medicine field.

Kind regards,

Ronald P. Pfeiffer, EdD, LAT, ATC
Professor and Chair
Department of Kinesiology
Boise State University

BENGALS
IDAHO STATE

www.isubengals.com

December 20, 2010

To whom it may concern:

I write this letter of recommendation on behalf of the Idaho State University Department of Sport Science and Physical Education (SSPE) program. As the SSPE program moves forward in their bid process towards establishing a Master of Science in Athletic Training (MSAT) program I wish to pledge the full support and willingness of the Idaho State University Department of Athletics in the implementation of this program. In so doing we pledge to provide clinical experiences for students and the sharing of resources by way of our own athletic trainers through observation and assistance with student-athlete injuries, utilization of training rooms and equipment in training rooms during clinical experience, etc.

The ISU Athletic Department currently employs four athletic trainers and one graduate assistant athletic trainer. Graduates from Idaho State University's MSAT program would be highly qualified applicants for our own positions and others within the region as they come open. In addition to this, students in the MSAT program, while being supervised by the athletic trainers, could provide valuable assistance to the Idaho State University sports medicine staff as part of their curricular process, thus gaining valuable hands-on experience while learning.

The student-athlete concept is the guiding principle of the Department of Athletics at Idaho State University. Given the high media visibility of athletics and athletes, a successful program presents a positive image of the University to the regional community through its student-athletes. The success of the program is to be measured by the performance of its student-athletes and staff in their academic and athletic pursuits, both in their years at Idaho State University and further, their contributions to society. A successful and well-run athletic training program plays a key role in the health and performance of student-athletes for both their academic and athletic pursuits. The Master of Science in Athletic Training program at Idaho State University would further the student-athlete concept not only at Idaho State University but at other schools nation-wide.

As such I wish to endorse the Idaho State University SSPE program in its bid for this program.

If you have any additional questions please feel free to contact me at your convenience.

Sincerely,

Jeffrey K. Tingey
Director of Athletics
Idaho State University
(208) 282-4068
tingjeff@isu.edu

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ampus Box 8173
catello, Idaho 83209-8173

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University of Idaho
Department of
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Fax: 208-885-2582
Vats: 1-88-88-UIDAHO
www.uiathletics.com

Men's Basketball:
208-885-0275

Women's Basketball:
208-885-0279

Cross Country:
208-885-6210

Football:
208-885-0275

Golf:
208-885-6244

Soccer:
208-885-6047

Swimming:
208-885-0285

Tennis:
208-885-6247

Track/Field:
208-885-0281

Volleyball:
208-885-0283

December 1, 2009

Caroline "Smitty" Faure, EdD; ATC
Assistant Professor of Sport Science and PE
Idaho State University STOP 8105
Pocatello, ID 83209
(208) 282-4085

Dr. Faure

The purpose of this letter is to document my support of your efforts to establish a MASTER OF ATHLETIC TRAINING entry level Athletic Training Education Program at Idaho State University.

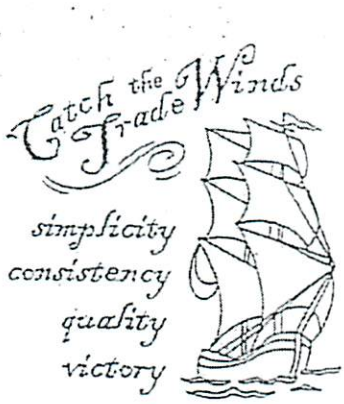
It has been my honor to have worked for the state of Idaho at the University of Idaho since July of 1986 as the Head Athletic Trainer. During that time, we have sent many individuals into the work force in the state, region, and nationally. I have also had the opportunity to serve on the Board of Directors of the National Athletic Trainers Association and experienced firsthand the changes in the education and professional development of athletic trainers. Due to the education reform undertaken by the NATA in the 80's and 90's, there is a gap that needs to be filled. There are students who every year come to the realization that a career in athletic training is something they would like to pursue, but are unable to go back and start over in an undergraduate program, or are engaged in activities during their undergraduate time (ie athletics) that does not allow them the time to be involved in an intensive program that is 2 or 3 years long. It is my opinion a 2-year GRADUATE program aimed at Entry Level Certification is something that fills the gap.

I do not believe that there would be completion between our two institutions since we currently have an undergraduate program and yours would be at the graduate level. Even if we moved up to a graduate program, I think our recruiting areas are different enough that it would not be conflict.

It is my sincere hope that you are successful in this endeavor, not only for the state of Idaho, but for our profession as well.

Yours in Athletic Training

Barrie Steele, MS, LAT, ATC
Director of Athletic Training Services



BLACKFOOT SCHOOL DISTRICT NO. 55

270 East Bridge Street, Blackfoot, ID 83221
Phone (208) 785-8800 Fax (208) 785-8809
Web Site: www.d55.k12.id.us

March 19, 2008

To Whom It May Concern:

I recently heard Idaho State University's Department of Sport Science and Physical Education is investigating the possibility of adding an athletic training education program emphasis. I am writing to show my support of this program.

As you may be aware, athletic trainers are members of an allied health profession who specialize in the care, prevention, and rehabilitation of athletic injuries. As school leaders, it is our responsibility to establish a standard of care in an effort to protect our students from a risk of harm. While nothing can be done to entirely eliminate potential risks, the presence of athletic trainers can help us minimize the risks inherent in athletic settings. Athletic trainers cannot only help to protect the kids, they can also be a valuable tool in helping to educate our coaches, parents, and athletes on injury prevention and care.

I am sure you know that athletic trainers must be licensed to practice in the state of Idaho. However, because we do not have an accredited educational program on this side of the state, there is a significant shortage of available, qualified candidates to hire. Adding an athletic training program at Idaho State University will undoubtedly ease the situation and provide us, school leaders, with possible solutions.

Thank you for your consideration of adding an athletic training education program. If there is anything else I can do to help guide the construction of this program, please feel free to contact me.

Sincerely,

Dr. Scott L. Crane
Superintendent of Schools

mac
pc: Dr. Caroline Faure
File

Caroline Faure, EdD; ATC-L
Idaho State University

A major in Athletic Training at ISU is needed, has been needed for a number of years. In speaking for Bingham County alone, the number of athletes participating in high school sports exceeds the ability of local coaches to properly care for them. The local clinics and hospitals generally do not have the staff nor the time to put toward proper care and follow up in injuries.

The advent of a local program would be a tremendous benefit for all surrounding communities. It could serve as a resource for information, and as a training ground for student trainers. Blackfoot has around 400 students involved in sports with Snake River 300, Firth 100, and Shelly 300. With Bingham Memorial Hospital hiring Kody Giles in their Physical Therapy Dept. we have a Certified Trainer for this area, but that is not enough to help all athletes is this area.

Please let me know what I can do to promote this program, it would be fantastic for Southeast Idaho.

Mike Torgerson
Sports Medicine Teacher
Blackfoot High School

CENTURY HIGH SCHOOL
7801 DIAMONDBACK DR. POCATELLO, ID 83204
PHONE: 208-478-6863 FAX: 208-478-6870

September 15, 2010

Dr. Caroline Faure'
Department of Sport Science and PE
Idaho State University
STOP 8105
Pocatello, ID 83209

Dear Caroline,

This letter is in reference to the proposed Athletic Training Program at Idaho State University. I have been an athletic trainer and sports medicine instructor in Pocatello/Chubbuck School District #25 for 29 years and feel strongly about the need for an athletic training program at ISU.

There are currently 2,600 students in the three SD #25 high schools and 460 of them are involved at various levels in the Gateway Medical Academy (GMA). The GMA orients and prepares high school students for entry-level work in the health care industry and/or matriculation into college programs. The vast majority of the students in our program are interested in careers in sports medicine. This year I have 52 students in three sports medicine classes. These students come from all three of Pocatello's high schools. If any of these students wish to continue in this field and if they want to stay in Idaho they would have to attend BSU or U of I. However, because most of these students have a strong desire to attend ISU and because there is no Athletic Training program at ISU, they are forced to change their educational interests. To have a local university program that I could send students into would not only be a huge boost for my program it would also provide a steady stream of candidates for your program.

In Eastern Idaho there is a dramatic shortage of athletic trainers. Having this program in our 'backyard' would begin to solve many of the issues that prevent school districts from hiring athletic trainers for their buildings. I am very excited about the prospect of an athletic training program at ISU and what enormous impact it would provide to Eastern Idaho. I would be anxious to help you as you develop this program.

Sincerely,

Brent Faure' MPE, ATC-L, EMT Instructor
Century High School

WHITWORTH
AN EDUCATION OF MIND AND HEART

September 20, 2009

Caroline "Smitty" Faure, EdD; ATC
Assistant Professor of Sport Science and PE
Idaho State University STOP 8105
Pocatello, ID 83209

Dr. Faure,

This letter is to offer encouragement and support for you and your colleagues at Idaho State University as you consider developing an Entry Level Masters in Athletic Training Program. I am currently the undergraduate Athletic Training Program Director at Whitworth University in Spokane Washington. There are typically 5 – 6 students annually that I would refer to a program like this if there were one in our area. Currently there are only 2 that I know of (Billings and Weber State) in the West Northwest. One of those has had questionable stability because of lack of administrative support and the other is a brand new program. Because ISU is charged with preparing health care workers for the state, a program of this nature fits perfectly with that mission.

From my experience as a program director for over 20 years, I believe that the program that you are proposing would attract an adequate student enrollment to be financially viable. I base that statement on my experiences as a consultant on AT program development and have seen similar programs throughout many parts of the country. I anticipate that you would attract a number of former student athletes that want to pursue AT as an undergraduate, but instead chose to focus on being an athlete. Many of those people are great students and would bring a maturity and enthusiasm to the learning environment that would be very positive to be a part of. If you have any questions or need more information from me, please feel free to contact me at your convenience.

Sincerely,

Russ Richardson

Russ Richardson EdD, ATC
Director NWATA - District 10
ATEP Program Director
Whitworth University
Spokane, WA 99251-2501
509-777-3244

Eastern Idaho Professional -Technical Education
3497 N. Ammon Road Idaho Falls, Idaho 83401 (208)525-4400 Fax (208)529-0104

To Whom it May Concern:

I am writing to give my support to Idaho State University 's intention to start a Master of Athletic Training Program through the Department on Sport Science and Physical Education. As a secondary professional-technical administrator I have experienced a great need in the last few years for licensed athletic trainers for both teaching positions and support personnel for our athletic teams.

Through my past three years in this position I have had a need for four athletic trainers at various positions in the two large districts that I work with. We have only been able to fill two of those positions. and both came from outside of the state of Idaho. One of those people have now left. and we only have one of four positions filled. This has not only caused our athletes to not receive the care that they need on and off the field, but has also caused one district to no longer offer a sports medicine program at two of our high schools. Even with state budget cuts this year the district would have kept that program if we could have found a qualified applicant.

Not only would I like to show my support for this program in word, but I would also like to offer this program a training ground to work with our students and student athletes for practical experiences. I would like to set up a partnership for students in the Idaho Falls area to come work with our students while they are still in school to help them get the hands-on experience that is so greatly needed in this type of program. I am excited that Idaho State University is considering this program. and would like to be involved in any way that is needed. Please contact me if you have any questions.

Craig Miller M. Ed.
PTE Coordinator School Districts 91 & 93

11-11-10

To Whom It May Concern:

My name is Aralee Smith and I am a senior in the Physical Education Department here at Idaho State University (ISU). I am on schedule to graduate in May of 2011 with my Bachelor's degree in Physical Education with an emphasis in Sports Management. After I graduate I hope to pursue my Master's degree in Athletic Training.

I originally came to ISU in 2006 on an athletic scholarship for women's basketball. This opportunity led to much more than just being an athlete on the ISU campus. Taking that scholarship led to the forming of lifelong relationships with my fellow students and professors, a unique bond with the Pocatello community, and a genuine love for ISU.

I am writing this letter because I want to further my education at ISU. I do not want to lose all of the wonderful things I have gained from being a part of this university. With that being said, the Master's program that I want to pursue is currently not offered at ISU. When I heard about the possible emergence of an Athletic Training Graduate Program, I was thrilled. I believe that an Athletic Training Graduate Program will be an asset to ISU. I believe that Athletic Training is an interest of many of the students in the Physical Education Department and that if this program is granted; it will aid in the future success of those students. If this graduate program is accepted by the State Board of Education I would like to be one of the first students to apply. Thank you for taking the time to read this letter. I am excited about the possibility of furthering my education at ISU and I hope to see this program added.

Sincerely,

From: Brian Schow <blinkschow@yahoo.com>
Subject: athletic training program
Date: January 12, 2010 10:12:55 AM MST
To: laurcaro@isu.edu

My name is Brian Schow and I work at Hillcrest Highschool as their athletic trainer. right now I am working after school during practices and am going to games. I would like to be able to teach the sports medicine classes but the state board of medicine will not let me until I have my ATC certificate. several years ago when BYU Idaho was still Ricks college I was doing the sports medicine program and working as a student trainer traveling with the different sports teams. when they decided to get rid of their sports teams they also stopped offering the program that I was in. because I was married and had a business with my wife we needed to stay in the area so I decided not to move therefore I did not continue in a sports med program. Because they lost all of their student trainers to different schools they kept me on to train new student trainers who would be working in their inter mural program. most of my training as an athletic trainer comes from hands on experience working with Nate Yearsley who retired when they did away with the sports programs and with Jodi Howard who is still working for the college. My business has slowed down a lot the last couple of years and I have realized that I need to get back into something that would be more stable. I do have my bachelors degree in Horticulture but I really want to be able to teach at a high school level and I really want to go back to doing sports medicine because I love it so much.

I would be very interested in doing a program that would help me get my athletic trainer certification. If I had to wait two years that would be fine, but I was wondering about the current programs that are in place. would I need to enroll as a full time student? Or could I take a few classes at a time? Could I just take the core classes where I already have a bachelors degree?
thank you for taking the time to answer my questions.

Brian Schow
313-5682

APPENDIX E

NATIONAL ATHLETIC TRAINERS' ASSOCIATION
2008 SALARY SURVEY RESULTS
Source: NATA News (2011, November)

Salary by Degree		
Degree	2011 Average Salary	2008 Average Salary
Bachelor's	$46,176	$39,096
Master's	$51,144	$44,707
Doctorate	$76,262	$65,333

Salary by District			
District	2011 Average Salary	2008 Average Salary	2005 Average Salary
Nationwide	$51,483	$44,235	$40,543
District 1	$51,886	$44,612	$42,274
District 2	$55,613	$46,499	$40,585
District 3	$48,303	$43,688	$39,475
District 4	$49,924	$43,246	$40,060
District 5	$46,474	$39,761	$37,844
District 6	$57,647	$48,929	$45,013
District 7	$50,886	$42,401	$40,480
District 8	$59,300	$52,667	$46,244
District 9	$49,330	$42,460	$39,155
District 10	$48,441	$40,783	$38,656

Salary by Years of Experience		
Years of Experience	2011 Average Salary	2008 Average Salary
0 -1 Year	$34,623	$29,749
1 - 5 Years	$37,106	$34,436
5 -10 Years	$44,505	$41,677
10 -15 Years	$54,012	$49,238
15 -20 Years	$62,143	$53,498
20 - 25 Years	$66,030	$59,688
25 +	$75,202	$63,409

BUREAU OF LABOR
STATISTICS AND PROJECTIONS ON ATHLETIC TRAINING

Occupational Title	SOC Code	Employment 2008	Projected Employment 2018	Change 2008-2018 Number	Change 2008-2018 Percent
Athletic Trainer	29-9091	16,300	22,400	6,000	37

Detailed Statistics:

Employment by industry, occupation, and percent distribution, 2008 and projected 2018.
29-9091 Athletic trainers
(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Industry		2008			2018			Percent change	Employment change
		Employment	Percent of ind	Percent of occ	Employment	Percent of ind	Percent of occ		
TOT001	Total employment, all workers	16.3	0.01	100.00	22.4	0.01	100.00	36.95	6.0
WSE100	Total wage and salary employment	16.2	0.01	99.31	22.2	0.01	99.36	37.02	6.0
WSE110	Wage and salary employment, except agriculture, forestry, fishing, hunting, and private households	16.2	0.01	99.31	22.2	0.01	99.36	37.02	6.0
610000	Educational services, public and private	6.4	0.05	39.00	7.9	0.05	35.11	23.30	1.5
611000	Educational services, public and private	6.4	0.05	39.00	7.9	0.05	35.11	23.30	1.5
620000	Health care and social assistance	6.1	0.04	37.58	9.3	0.04	41.57	51.52	3.2
621000-3000	Health care	6.1	0.04	37.54	9.3	0.05	41.54	51.52	3.2
621000	Ambulatory health care services	3.3	0.06	20.05	5.8	0.08	25.90	76.95	2.5
621100-300	Offices of health practitioners	3.1	0.08	18.82	5.4	0.11	24.33	77.05	2.4
621100	Offices of physicians	0.9	0.04	5.25	1.4	0.05	6.18	61.20	0.5
621300	Offices of other health practitioners	2.2	0.35	13.37	4.0	0.45	17.94	83.77	1.8
621340	Offices of physical, occupational and speech therapists, and audiologists	1.8	0.71	10.84	3.4	0.86	15.04	89.97	1.6
621400, 500, 900	Outpatient, laboratory, and other ambulatory care	0.2	0.02	1.22	0.4	0.03	1.57	75.42	0.2
621400	Outpatient care centers	0.2	0.04	1.14	0.3	0.05	1.50	79.23	0.1
622000	Hospitals, public and private	2.8	0.05	16.94	3.4	0.05	15.09	21.98	0.6
710000	Arts, entertainment, and recreation	3.2	0.16	19.37	4.3	0.19	19.36	36.90	1.2
711000	Performing arts, spectator sports, and related industries	0.8	0.19	4.63	1.0	0.22	4.61	36.52	0.3
711200	Spectator sports	0.7	0.58	4.58	1.0	0.70	4.57	36.63	0.3
713000	Amusement, gambling, and recreation industries	2.4	0.17	14.74	3.3	0.20	14.75	37.01	0.9
713900	Other amusement and recreation industries	2.4	0.21	14.74	3.3	0.25	14.75	37.01	0.9
713940	Fitness and recreational sports centers	2.2	0.43	13.41	3.0	0.47	13.47	37.50	0.8
810000	Other services (except government and private households)	0.2	0.00	1.04	0.2	0.00	1.07	41.29	0.1
813000	Religious, grantmaking, civic, professional, and similar organizations	0.1	0.00	0.77	0.2	0.01	0.78	39.11	0.0
813400-900	Civic, social, professional, and similar organizations	0.1	0.01	0.77	0.2	0.02	0.78	39.11	0.0
813900	Business, professional, labor, political, and similar organizations	0.1	0.02	0.54	0.1	0.02	0.55	39.55	0.0
SE1000	Self-employed and unpaid family workers, all jobs	0.1	0.00	0.69	0.1	0.00	0.64	26.08	0.0
SE1300	Self-employed workers, all jobs	0.1	0.00	0.69	0.1	0.00	0.64	26.08	0.0

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Idaho State University
Master of Science in Athletic Training
New Program Proposal - SBOE

Justification for Professional Fees

Re: Board Policy:

1. *Credentialing Requirement:*
    a. *"…graduates of the professional program obtain a specialized higher education degree that qualifies them to practice a professional service to be eligible for credentialing or licensing to practice a professional service."*
        i. Graduates of ISU's MSAT program will receive a credential through the Board of Certification (BOC) and eligible for state licensure through the Idaho Board of Medicine (licensure/certification/registration also available in 47 other states);
    b. *"The program leads to a degree that is at least the minimum required for entry to the practice of the profession."*
        i. Because this will be an entry-level graduate program, the degree granted is the minimum required for entry into the athletic training profession;

2. *Accreditation Requirement: The program meets the requirements of national/specialized/professional accrediting agencies as defined by the SBOE.*
        ii. The MSAT program will be accredited by the Commission on the Accreditation of Athletic Training Education (CAATE) (See Appendix A for Accreditation information):
            1. The MSAT program will seek accreditation by The Commission on Accreditation of Athletic Training Education (CAATE) during the 2nd year of the program (this is the earliest time we can apply for initial accreditation as CAATE requires students be enrolled in the program prior to accreditation). A copy of the current accreditation standards appears in Appendix A of the Full Proposal Document. CAATE is the only accreditation agency for athletic training educational programs. The CAATE is recognized by the Council for Higher Education Accreditation (CHEA), the Association of Specialized and Professional Accreditors (ASPA), and the Association of Schools of Allied Health Professions (ASAHP). Students must graduate from a CAATE accredited program in order to be eligible to sit for the BOC Certification Exam. Certification is the means of public protection that indicate that successful candidates have demonstrated "entry level proficiency" in the profession of athletic training. In order to be licensed to practice AT in Idaho students must have passed the BOC Exam and apply for state licensure through the Idaho Board of Medicine. Once certified, athletic trainers are allowed to practice but must meet stringent and ongoing continuing education requirements (75 continuing education units every three years from BOC-approved conferences and programs). Membership in professional associations such as the

National Athletic Trainers' Association and the Idaho Athletic Trainers' Association will be encouraged. CAATE requires annual progress reports of all accredited programs.

3. *Extraordinary Program Costs: The cost of the professional program significantly exceeds the cost of nonprofessional programs at the institution.*
    a. There will be extraordinary program costs that significantly exceed the costs of other programs at Idaho State University. This includes accreditation fees, specialized faculty, a clinical instructor coordinator, equipment costs for instruction in general medical assessment, therapeutic rehabilitation, and orthopedic examination, and consumable taping and medical supplies. The MSAT program is restricted by the number of clinical sites and by class sizes, as dictated by CAATE requirements.
    b. We feel the MSAT qualifies for Professional Fees based on "extraordinary program costs" because of the following:

        1. Accreditation standards set forth by the Commission on Accreditation for Athletic Training Education Programs (CAATE) require highly specialized health care personnel. According to CAATE Standard B1.3, the MSAT Program Director must (a) hold current national certification and be in good standing with the Board of Certification (BOC), (b) have a minimum of five years experience as a BOC-certified athletic trainer, and (c) possess a current state athletic training credential. The Clinical Instruction Coordinator must also have these same qualifications. Because of those unique skillsets and certifications, it will be necessary to recruit and hire new faculty from outside the existing faculty in the Department of Sport Science and PE at ISU.
        2. The MSAT will require several clinical instructors (CIs) that will oversee students' clinical experiences. These CI's will be paid a small stipend. We have budgeted $5,000 per year for our CIs (total cost).
        3. Due to the nature of this medical program, we will have to acquire professional liability insurance for each of our two full-time faculty members in the MSAT program. This amount ($1,200) has been included in the MSAT personnel budget under "fringe."
        4. CAATE requirements also require a small faculty-to-student ratio. According to J1.4, "the number of students assigned to an ACI or CI in the clinical experience component must be of a ratio that will ensure effective education and should not exceed a ratio of eight students to an ACI or CI in the clinical setting."
        5. Application for CAATE accreditation requires a $500 fee. To maintain accreditation CAATE requires an annual fee of $1,500.
        6. The addition of the MSAT program will require us to purchase new , specialized medical equipment aimed at injury evaluation, management and rehabilitation. This includes taping and treatment tables, instructional software, emergency care equipment (such as reusable splints, traction devices, a stretcher and a mobile patient transport chair, rehabilitation equipment, and various therapeutic modalities (ultrasound, e-stim, etc.). Equipment required for accreditation adheres

to CAATE requirements for psychomotor and clinical proficiencies and are required for use in both classroom and laboratory instruction and assessment.

7. The addition of the MSAT program brings considerable annual expendable supply costs. This includes athletic taping supplies, disposable splints, electrodes, and various other first aid and rehabilitation supplies as well as one faculty line (please see attached Appendices B-E for specific costs associated with the program).
8. ***ISU's College of Education*** does not have any graduate programs that assess professional fees for comparison purposes.
9. For comparison purposes, we provide the following information related to other programs on campus that assess professional fees as well as other existing and accredited MSAT programs that assess similar fees:

Idaho State University:

ISU's Division of Health Sciences has the following graduate programs that assess **professional fees:**

Doctor of Physical Therapy

$2,270/year (Resident); $6,676/year (non-resident) +$1,272 required insurance

Master of Occupational Therapy

$1960/year + $1,272 required insurance

Physician Assistant Program

$5,938/year (Resident); $6,607/year (Non-Resident) + $2,540 required insurance

Dental Hygiene Program (Masters level)

$85/credit (Didactic) + $337/credit (Clinical) + $170/credit (thesis)

Other Comparable Universities that house Masters in Athletic Training Programs (MSATs):

North Dakota State University MSAT

- $114 per credit Program Fee (the same as our Professional Fee concept)

Shenandoah University MSAT

- $748 per credit tuition
- $100/lab Professional Fee (nearly all of the courses in an AT program have a lab)

South Dakota State University MSAT

- $115 per semester *Program Support Fee (technology, educational resources, academic supplies)*

University of North Carolina – Chapel Hill MSAT

- $1565 Tuition Surcharge – this is a fee on top of the regular tuition to cover items identical to the Professional Program Fees proposed in our Full Proposal.

Appendix A
Accreditation Requirement

The Commission on Accreditation of Athletic Training Education Programs (CAATE) is the sole accrediting body for athletic training education programs. CAATE's standards of education, which include objective criteria and academic requirements for accredited programs in Athletic Training, require not only specific and defined processes, but also programmatic outcomes for the evaluation. The Standards are reviewed on a periodic basis to assure currency and relevance; input of not only the sponsoring agencies, but also the colleges and universities, as well as Athletic Trainers who utilize the services of the CAATE or who employ the graduates of CAATE accredited programs.

Successful completion of a CAATE-accredited educational program is the criteria used to determine a candidate's eligibility for the Board of Certification (BOC) examination. Without BOC certification, athletic trainers may not practice.

The normal accreditation process (from submission of application through CAATE action) takes a minimum of 12 months to as much as 24 months. The accreditation process can be summarized by the following:

1. Complete an application for accreditation to CAATE (upon start of MSAT program).
2. Conduct university self-study and submit report to CAATE. The self report must be done while students are actively engaged in the educational program (within first 6 months of program)
3. CAATE site visit (one year after start of program).
4. CAATE provides institution with site visit report/recommendations (1- 2 months after site visit).
5. Institution responds to site visit report with Rejoinder (within one month).
6. CAATE accreditation decision (late winter/early spring of program's second year).

For new programs, the accreditation process must be completed with positive CAATE action before students are eligible to apply to sit for the Board of Certification (BOC) examination."

An overview of the accreditation process is attached.

Appendix B. Equipment and Supplies Needed to Purchase (2012-2013

Equipment/Supplies Needed to Purchase: 2012-2013

	Qty	Unit Cost	Total Cost
Classroom Desktop Computer	1	500.00	$500.00
Instructional Software	1	1,000.00	$1,000.00
Treatment Tables	6	400.00	$2,400.00
Ultrasound/Stim Combo Teaching Unit	1	3,000.00	$3,000.00
Electrodes (ass't)	1	100.00	$100.00
BP Cuffs (2 regular size, 2 oversize)	4	50.00	$200.00
Ultrasound Gel / Massage gel (1 gallon)	2	50.00	$100.00
Spider Straps	2	225.00	$450.00
Adjustable Extrication Cervical Collars	6	10.00	$60.00
Spine Board	2	300.00	$600.00
Otoscope/ Ophthalmoscope	2	215.00	$240.00
Vacuum Splint Kit	1	800.00	$800.00
Arm Slings	6	15.00	$90.00
FMX Extractors	2	350.00	$700.00
Trainer's Angels	2	80.00	$160.00
Cervical Immobilization Head Bed	1	200.00	$200.00
Examination roller stools	6	160.00	$960.00
Misc Taping Supplies • Instructional tape 100 rl/cs • Leukotape • Kinesiotape • Elastic Tape • Elastic Wraps	1	2,500.00	$2,500.00
Universal Knee Immobilizers	2	90.00	$180.00
Document Camera	1	352.00	$352.00
Heavy Duty Bandage Shears	12	28.00	$336.00
Sharks Tape Cutters	12	6.00	$72.00
			$15,000.00

Appendix C. Equipment and Supplies Needed to Purchase (2013-2014)

Equipment/Supplies Needed to Purchase: 2013-2014

	Qty	Unit Cost	Total Cost
Instructional Resources/Software	1	600.00	$600.00
Neurocognitive Testing Software	1	600.00	$600.00
Taping Supplies	1	2,000.00	$2,000.00
Medicine Balls/Rack (assorted)	1	210.00	$210.00
Rehab Dumbbells/Rack (assorted)	1	200.00	$200.00
Rehab Ankle/Wrist weights (assorted)	1	100.00	$100.00
Rehab Rebounder	1	400.00	$400.00
Epipen Autoinject Trainer	3	20.00	$60.00
Body Blade	2	100.00	$200.00
Urine Analysis Reagent Strips, Multi Stix 10	2	70.00	$140.00
Foam rollers	2	25.00	$50.00
Adjustable Slant board	1	100.00	$100.00
BOSU Balance Trainer	2	160.00	$320,00
Wobble Board Package	1	260.00	$260.00
Airex Balance Pads	2	60.00	$120.00
8’ Slideboard	1	475.00	$475.00
Reflex Hammers	4	8.00	$32.00
Pinwheel Neuro Instrument	2	12.00	$12.00
Fluorescein Dye/Cobalt Blue lights	1	20.00	$20.00
			$6,000.00

Appendix D. Equipment and Supplies Needed to Purchase (2014-2015)

Equipment/Supplies Needed to Purchase: 2014-2015

	Qty	Unit Cost	Total Cost
Neurocognitive Testing Software	1	600.00	$600.00
Misc Taping Supplies	1	1,500.00	$1,500.00
Goniometers	6	12.00	$72.00
Inclinometer	1	86.00	$86.00
Cloth Tape Measures	6	4.00	$24.00
Cervical Traction Units	1	186.00	$186.00
Fanny Packs	12	50.00	$600.00
			$3,000.00

Appendix E. Faculty Costs

We have one state appropriated faculty line already in place and dedicated to this program. We are prepared to direct this line towards the MSAT Program Director position. To pay for the second faculty line (Clinical Instruction Coordinator), ISU's College of Education will provide bridge funding (indirect funds) for the MSAT program while it seeks accreditation. After accreditation is obtained, professional fees will be used to pay for this second faculty line.

Name, Position, And Rank	Annual Salary FTE Rate Students	FTE Assignment to this Program	Program Salary Dollars	Projected Student Credit Hours
Program Director Ass't/Assoc Professor	$79,500 includes fringe	1.0		
Clinical Instruction Coord. Ass't/Assoc Professor	$62,500 includes fringe	1.0		

Program Need:

The fringe included in the above salary rates include standard faculty allowances of $1200 per year for travel. We do not foresee any additional need and/or cost for support personnel and/or other personnel expenditures.

Idaho State
UNIVERSITY

Associated Students of Idaho State University
921 South 8th Avenue, Stop 8125 • Pocatello, ID 83209-8125

March 14, 2012

To Whom It May Concern:

This letter is to document the support of the student body at Idaho State University for the implementation of a professional fee for the Master of Science in Athletic Training (MSAT) program. Students have proven their desire for the program by responding to an internal survey conducted by the Department of Sport Science & Physical Education (SSPE). The survey showed that 92% of respondents expressed interest in the MSAT program.

Also, from the experience I have had working with the faculty and staff of the SSPE, I am certain that this program will flourish. This professional fee will be minimal compared to the training and experience provided to the student body.

The institution of the MSAT program at Idaho State University would carry out the designation given by the Idaho State Board of Education to be Idaho's health care University.

Sincerely,

Shaun Stokes
ASISU President
Idaho State University

Phone: (208) 282-3435
Cell: (208) 705-7213
Fax: (208) 282-4451

stokshau@isu.edu
www.isu.edu/asisu/

COLLEGE OF SOUTHERN IDAHO
COLLEGE OF WESTERN IDAHO
LEWIS-CLARK STATE COLLEGE
NORTH IDAHO COLLEGE

SUBJECT

Professional-Technical Physical Therapy Assistant Program Consortium

BACKGROUND/DISCUSSION

The Professional-Technical Physical Therapy Assistant (PTA) Program Consortium was formed to create and deliver a state-wide PTA program curriculum through the community colleges and Lewis-Clark State College. Formation of the Consortium allows for efficient use of resources, manages cost to participating colleges, and provides high-quality local program access to students.

Collaboration and cost reduction are goals of the Consortium. A program director and clinical coordinator are required for an accredited PTA program. With the consortium model concept, only one program director at North Idaho College (NIC) and one clinical coordinator at the College of Western Idaho are needed for four PTA programs to be offered. There will be a part-time clinical coordinator and adjunct faculty at the College of Southern Idaho, and North Idaho College, and adjunct instructors at Lewis-Clark State College.

The students will have access to the PTA program in their local service area, paying their local tuition rate. The consortium model allows for a cohort of students to begin classes simultaneously at all colleges. North Idaho College will deliver the didactic instruction online and by interactive video-conferencing. The lab instructors will be located at each college and will assist with clinical coordination in their service area.

ATTACHMENTS

Attachment 1 – Notice of Intent – Physical Therapy Assistant Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.G.5.b., Executive Director Approval Procedures, the State Division of Professional-Technical Education reviewed the program consortium and forwarded their recommendation for approval to the Executive Director.

Current Board Policy Section III.G.4.a.(ii) indicates that the Executive Director is authorized to approve new academic or professional-technical education programs with a financial impact of less than $250,000 per year. Consistent with this policy, the Executive Director approved the PTA programs for each institution based on each individual budget, which amounted to less than $250,000.

The PTA program has created a collaborative model that can be expanded to other professional-technical programs and has the potential for state wide Tech-Prep articulation agreements with high school programs.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Institutional Tracking No. **ATTACHMENT 1**

Idaho State Board of Education

Academic/Professional-Technical Education
Notice of Intent

Institution Submitting Proposal: College of Southern Idaho, College of Western Idaho, Lewis-Clark State College, North Idaho College

Name of College, School, or Division:

Name of Department(s) or Area(s): Health Professions and Nursing

Indicate if this Notice of Intent (NOI) is for an Academic or Professional-Technical Program
Academic _____ Professional - Technical X

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

New- Physical Therapist Assistant program

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: August 2012

For New Programs:

AAS- Physical Therapist Assistant
Program (i.e., degree) Title

51.0806
CIP 2010 Code
(consult Institutional Researcher/Registrar)

For Existing Programs:

Program (i.e., degree) Title

CIP 2010 Code

For Other Instructional Activity:

- [ ] Program Component (major/minor/option/emphasis)
- [x] Off-Campus Program Activity
- [ ] Instructional/Research Unit
- [ ] Addition/Expansion
- [ ] Discontinuance/consolidation
- [x] Contract Program/Collaborative
- [ ] Other

Rita A Burns	11/21/11		
College Dean North Idaho College	Date	VP Research and/or Graduate Dean (as applicable)	Date
Ron Poon	11/16/11		
Chief Fiscal Officer, NIC	Date	State Administrator, SDPTE (as applicable)	Date
J. A. Lee	11/15/11		
Chief Academic Officer, NIC	Date	Chief Academic Officer, OSBE	Date
C Ball	11-17-11		
President, NIC	Date	SBOE/OSBE Approval	Date

Institutional Tracking No. _____

Idaho State Board of Education

Academic/Professional-Technical Education

Notice of Intent

Institution Submitting Proposal: College of Southern Idaho, College of Western Idaho, Lewis-Clark State College, North Idaho College

Name of College, School, or Division: _____

Name of Department(s) or Area(s): Health Professions and Nursing

Indicate if this Notice of Intent (NOI) is for an Academic or Professional-Technical Program

Academic _____ Professional - Technical X

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

New- Physical Therapy Assistant program

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: August 2012

For New Programs:

AAS- Physical Therapy Assistant
Program (i.e., degree) Title

51.0806
CIP 2010 Code
(consult Institutional Researcher/Registrar)

For Existing Programs:

_____
Program (i.e., degree) Title

_____
CIP 2010 Code

For Other Instructional Activity:

- ☐ Program Component (major/minor/option/emphasis)
- ☒ Off-Campus Program Activity
- ☐ Instructional/Research Unit
- ☐ Addition/Expansion
- ☐ Discontinuance/consolidation
- ☒ Contract Program/Collaborative
- ☐ Other

College Dean, College of Western Idaho	11/16/11 Date	VP Research and/or Graduate Dean (as applicable)	Date
Chief Fiscal Officer, CWI	11/16/11 Date	State Administrator, SDPTE (as applicable)	Date
Chief Academic Officer, CWI	11/16/11 Date	Chief Academic Officer, OSBE	Date
President, CWI	11-16-11 Date	SBOE/OSBE Approval	Date

ATTACHMENT 1

Institutional Tracking No. _____

Idaho State Board of Education

Academic/Professional-Technical Education

Notice of Intent

Institution Submitting Proposal: College of Southern Idaho, College of Western Idaho, North Idaho College

Name of College, School, or Division: _____

Name of Department(s) or Area(s): Health Professions and Nursing

Indicate if this Notice of Intent (NOI) is for an Academic or Professional-Technical Program

Academic _____ Professional - Technical X

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

New- Physical Therapist Assistant program

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: August 2012

For New Programs:

AAS- Physical Therapist Assistant
Program (i.e., degree) Title

51.0806
CIP 2010 Code
(consult Institutional Researcher/Registrar)

For Existing Programs:

Program (i.e., degree) Title

CIP 2010 Code

For Other Instructional Activity:

- [ ] Program Component (major/minor/option/emphasis)
- [x] Off-Campus Program Activity
- [ ] Instructional/Research Unit
- [ ] Addition/Expansion
- [ ] Discontinuance/consolidation
- [x] Contract Program/Collaborative
- [ ] Other

Mark A. Snyder 12-2-11
College Dean College of Southern Idaho — Date

VP Research and/or Graduate Dean (as applicable) — Date

12-5-11
Chief Fiscal Officer, CSI — Date

State Administrator, SDPTE (as applicable) — Date

12/2/11
Chief Academic Officer, CSI — Date

Chief Academic Officer, OSBE — Date

12-2-11
President, CSI — Date

SBOE/OSBE Approval — Date

Lewis-Clark
STATE
COLLEGE

Connecting Learning to Life

November 16, 2011

To Whom It May Concern:

I am writing this letter in support of the Physical Therapist Assistant program proposed to be offered through North Idaho College. Included in this proposal is a clinical site at Lewis-Clark State College. There is currently no access to this level of training in this content area in the region. Currently, local employers are not able to find qualified candidates and would welcome this new opportunity.

The introduction of well-trained Physical Therapist Assistants to our region would benefit a wide range of stakeholders. There is a clear need for this level of training in the Physical Therapist community. In addition to meeting the workload needs of the community, this opportunity will provide jobs that currently do not exist in the region due to a lack of training opportunities.

Lewis-Clark State College wishes to be a partner site with North Idaho College on this project. We will commit to provide access to the necessary classrooms the students accepted into the LC site may require.

Please feel free to contact me if you have any additional questions.

Sincerely,

Rob Lohrmeyer, Dean
Professional-Technical Programs

Professional-Technical Programs
500 8th Avenue, Lewiston, ID 83501 • Phone: (208) 792-2225 • Fax (208) 792-2816 • www.lcsc.edu
An Affirmative Action/Equal Opportunity Employer

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.

   The College of Southern Idaho (CSI), the College of Western Idaho (CWI), and North Idaho College (NIC) are proposing to initiate a Physical Therapist Assistant Program (PTA) as a consortium. The concept is for one state-wide PTA program. A cohort of students will begin classes simultaneously at all schools. The didactic instruction will be delivered by interactive video-conferencing and online. The lab and clinical content will be taught at each site by the faculty of the program. The faculty will include one program director (PD) an academic coordinator of clinical education (ACCE), and a laboratory instructor for each location. The lab instructors at each location will assist with clinical coordination in the service area of each partner institution. Adjunct instructors will also be utilized for specialized instruction areas. Each cohort of students will attend classes synchronously and progress through the program curriculum together as one group. The program will rely on community resources for labs and clinical affiliations to minimize equipment costs.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

   a) A projection of full-time and part-time enrollment over a three year period of time

   For the program, 40 students will be admitted each year; 14 at CWI, 10 at NIC and 10 at CSI every other year. NIC will have 6 students at a satellite campus at Lewis-Clark State College. Students are required to attend classes full time as each class builds on the previous classes taught within the curriculum.

   b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.

   DOL research shows a trend towards growth in health professions in the next 7 years. From the Health Care Business Scan published summer of 2010, "seven of the 20 "Hot Jobs" are health care occupations". For long-term projections from 2006-2016, four health occupations are in the top 20, physical therapists being one of them. Hospitals are projected to show an increase of 23.89% through 2018 and ambulatory health care services project 33.87% growth through 2018.This translates to 9350 jobs in ambulatory care and 5706 jobs in hospitals. Total job increase is then 15506 jobs being created in these areas in the next 7 years. This does not include the long term care facilities, projected growth over 10 years of 24.87% in 2006, and other common areas of practice for physical therapists. In terms of "hot industry" the report shows ambulatory care as the #1 hot industry in 2006 for long term growth. There will be a projected average of 43 annual job openings in physical therapy in 2016.

   For the 2006-2016 long-term projections, all three health care industry groups – ambulatory health care services, hospitals and nursing and residential care facilities – are in the top 15 Hot Industries (Appendix 6 on page 23). In fact, ambulatory health care services is the top "hot industry" with a projected employment growth of 10,677, or 42 percent, over the 10-year period.

   The Idaho career information system shows physical therapy assistant growth much higher than the general occupational average. PTA projections statewide show 37.1%

North Central Idaho: 22.9%
Southwest Idaho: 45.8%
South Central Idaho: Data not available.
The occupation in south central Idaho shows above average growth at 35.96% compared to the state at 34% and the nation at 27%. (EMSI occupational projections)

The report also states the demand for PTA's will rise with the increase in elderly population. PTA's can perform many of the tasks done by a physical therapist but with less cost of services. One PT can supervise 2 PTA's allowing more efficient use of resources. The population in this age category is projected to increase significantly in southwest Idaho, and has continual growth in northern Idaho. (Idaho Career Information System-PTA)

While workers 55 years and older make up 18.4 percent of employment in northern Idaho, they hold 21.4 percent of the jobs in the region's health care and social assistance sector, making demand for replacements over the next 10 years comparatively high(Northern Idaho Health Care Business Report). These professionals that are currently working will likely need physical therapy services as they age after retirement. Fifteen percent of Idaho workers were 45-to-54 years old in 1992 and 20 percent were in that age group in 2002. This shows the large number of the population that is reaching the elderly age (Older Workers, Idaho Department of Labor). This population is one that requires services of the PTA most often.

c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
Health care and social assistance have a multiplier of 2.19, meaning that for every 10 jobs created in that sector nearly 12 more are created in other sectors. This high multiplier generates a strong positive impact on the regional economy. New jobs created within healthcare often have a 10-20% vacancy, demonstrating the need for qualified applicants. (2010 Idaho job vacancy survey, ID DOL)

Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

2. Briefly describe how the institution will ensure the quality of the program (e.g., program review, accreditation, professional societies, licensing boards, etc.).
Program quality will be overseen by the state board of education, the Northwest Commission of Colleges and Universities and the Commission on Accreditation of Physical Therapy Education (CAPTE). CAPTE has specific standards that must be met in order to obtain accreditation. The program will be designed to meet the accreditation standards of CAPTE. After accreditation is obtained, we will be required to perform a periodic self-study to ensure that quality measures are met. An annual accreditation report is submitted to CAPTE to maintain accreditation.

3. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. ***This may not apply to PTE programs if workforce needs within the respective region have been established.***

   Idaho State University (ISU) offers a PTA Education as well as a Physical Therapy Education Program. The ISU PTA program admits 20 students each year.

   Spokane Falls Community College in Spokane, WA has a PTA program which is approximately 35 miles from North Idaho College. Currently Idaho students must go to Spokane, WA for PTA education in northern Idaho.

   Programs in neighboring states are located a greater distances from the sites of the proposed program; Mt Hood Community College in Gresham, OR, Salt Lake Community College in Salt Lake City, UT, Laramie Community College in Cheyenne, WY, and Montana State University in Great Falls, MT. Nevada only has a program at the College of Southern Nevada in Las Vegas.

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU	AAS/DPT	None. Clinical specialties as post professional certifications.	None
LCSC			
NIC			
UI			

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current 10-11	Previous Year	Previous Year	Current 10-11	Previous Year	Previous Year
BSU						
CSI	NA	NA	NA	NA	NA	NA
CWI	NA	NA	NA	NA	NA	NA
EITC						
ISU(PTA/PT)	40/77	42/74	40/76	21/27	20/21	13/25
LCSC						
NIC	NA	NA	NA	NA	NA	NA
UI						

4. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

Consistent with the Statement of Collaboration of the State Board of Education, This program will offer full collaboration of resources between CSI, CWI, and NIC. This will bring educational opportunities to most of the western and north areas of the state. It will also increase the number of programs offered at all three schools, meeting the role of each institution as defined by the state board of education.
CSI, CWI, and NIC have the mission to use a variety of delivery methods to meet the needs of diverse constituencies as well as offer a wide range of associate degrees and some qualified professional programs. This program will meet those mission objectives.

6. Describe how this request fits with the institution's vision and/or strategic plan.

North Idaho College

A Physical Therapist Assistant program provides career preparation that has been requested by the healthcare community and students in Northern Idaho. This proposal meets the following strategic goals as described in the CSI 2001-2015 Strategic Plan as presented to the SBOE:

Objective: Explore facility use within business and industry as appropriate.
NIC plans to partner with members of the physical therapy community, who have offered support in this venture to utilize industry facilities for lab and clinical instruction.

Objective: Explore off-campus sites within the service area.

As stated above, in order to minimize costs of PTA lab space, we will use the community partnerships to hold class within the community for techniques and methods of physical therapy that we cannot perform in our classroom and lab setting due to lack of space and resources.

THEME I: PROGRAMS

Goal 1: Improve and expand educational opportunities, programs, and courses for the student population and community.

A. Expand program offerings, and accelerate the implementation of new professional-technical and workforce training at NIC that meet the needs of students, business, and industry.

This program will address a need brought forth from the community. Adding a new health professions program will provide additional opportunities and choice for students to achieving their personal educational goals. The nursing program has 3 times the number of applicants that it can handle; the PTA program may be a viable option for students who are unable to secure a position in the nursing program The PTA program will have similar pre-requisites to nursing and radiography technology which will allow student to enter the program without being required to repeat all the prerequisite courses.

Goal 2: Expand and improve alternative delivery of education.

2.B.4. Have more faculty experienced in teaching using alternate delivery methods.

2.C. Expand course offerings at the NIC Outreach Centers and other off-campus sites.

The PTA program will utilize a technology-heavy format for delivery of content to all sites simultaneously. Faculty will maintain interaction with students through a variety of technologies including interactive videoconferencing, online leaning management systems, instant messaging, e-books, web-videoconferencing and web-based lectures.

THEME IV: FINANCE AND FUNDING

Goal 2: Pursue opportunities for alternative funding sources.

B. Build partnerships and collaborative relationships with business and industry.

Through the use of multiple clinical affiliations, employers and students will have the opportunity to develop relationships which may lead to future employment for the student. Also, North Idaho College will advance partnerships with other area businesses through the development of new clinical affiliations.

College of Southern Idaho-

A Physical Therapist Assistant program provides career preparation that has been requested by the healthcare community and students in south-central Idaho. This proposal meets the following strategic goals as described in the CSI 2001-2015 Strategic Plan as presented to the SBOE:

Goal: Provide convenient, affordable, and equitable access to our programs, services, and resources.

1.5 Maintain the affordability of our programs and services

Goal: Meet the diverse and changing needs and expectations of our students and the communities we serve.
2.4 Meet the diverse and changing needs and expectations of our students
2.5 Meet the diverse and changing needs of employers in the area

These goals are achieved by adding a new program that has student demand and benefits the growing community and college.

Goal: Demonstrate a continued commitment to institutional growth and success.
5.1 Plan for growth and manage it strategically and effectively
5.4 Maintain and entrepreneurial approach to program development and management
5.7 Implement cost-saving strategies while maintaining the quality of our programs and services
5.9 Continue to develop mutually beneficial partnerships
5.11 Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations

The design of the PTA program meets the above goals of CSI. Expenses will be minimized by utilizing the consortium concept. The program will also provide quality, mutually beneficial partnerships with the local physical therapy community and with other state institutions of higher education. The PTA program is being designed for distance delivery and will rely heavily on technology to provide the highest quality education possible.

College of Western Idaho-

A Physical Therapist Assistant program provides career preparation that has been requested by the healthcare community and students in the Treasure Valley and our 10 county region. The NIC/CSI/CWI proposal meets the following board priorities as described in the CWI 2001-2015 Strategic Plan.

MISSION *The College of Western Idaho provides affordable, quality teaching and learning for all regardless of time and distance.*

The PTA consortium program allows students to access PTA education in multiple locations, bringing education to all, regardless of distance.

Goal 1: CWI is known for its quality, 21st century teaching in all learning environments.
1.4: Alternative modes of delivery including class times, locations, and the use of technology by collaborating with Idaho Distance Learning Academy, community, and education leaders to target existing space that mutually benefits students and CWI.
1. 6: 21st century technologies to enhance teaching and learning.

> The consortium program design of the program meets the goal of alternative modes of delivery and utilizes space very well. With proper scheduling, lab space can be utilized by other college programs and video conferencing facilities can be utilized by others as course scheduling allows. There will be integration of interactive videoconferencing, web content and hands-on laboratory activities.

Goal 2: CWI attracts and retains students through quality teaching, accessible and affordable programs and responsive approach.
2.7: Partnerships with businesses, industries and employers to recruit and retain students through goal attainment.
Board Priority #1: Structure Student Success
The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational goals.
1.6 Develop partnerships with local employers for CWI students to have priority access to open positions.
Goal 3: CWI establishes collaborative partnerships with industry and business to provide rapid response training.
Objective 5: Student internships with business and industry.

Through the use of multiple clinical affiliations, employers and students will have the opportunity to develop relationships which may lead to future employment for the student.

Board Priority #4: Connect the College to the Community
The College of Western Idaho will implement a variety of programs to bring the College into the community in meaningful ways.

Adding a Physical Therapist Assistant program will add to the number of programs offer at CWI and allow further partnerships with local healthcare industry.

Lewis-Clark State College (Satellite for NIC)-

Objective for quality 4: Continue successful specialized accreditation efforts.

The PTA program will be accredited by CAPTE, offering national accreditation for physical therapy education.

Objective for Accessibility 3: Update and revise the long-range plan to address how LCSC can meet regional health care needs.
Performance Measure: Enrollment in health care profession programs.

The PTA program will offer another health care program for students in the area and offer local industry qualified personnel for employment in health care industry.

Objective for Accessibility 4: Increase cooperative initiative with NIC in Coeur d'Alene.
Performance Measure: Number of students concurrently enrolled at NIC and LCSC.

This program will create initial cooperation efforts that can also be expanded to other programs offered at either LCSC or NIC. It will also bridge gaps to promote future consortium models between LCS and other state institutions.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

   Yes _X_ No _____

   If not on your institution's regional 8-year plan, provide a justification for adding the program.

   A PTA program is not in the 8-year plan for LCSC. The addition of the PTA program in Lewiston will provide local industry with qualified personnel for employment. It will also offer a greater number of options for students in the central Idaho region.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

   Collaboration and reduction of expenses will be the goal of the consortium program. CAPTE requires a full time program director and full time clinical coordinator for a physical therapist assistant program. To maximize efficiency and reduce cost, the PTA consortium will have a full time program director located at the NIC campus and a full-time clinical coordinator at CWI. There will be a part-time clinical coordinator at CSI, NIC and adjunct instructors at LCSC. The consortium model allows all of the colleges to offer a PTA program, but decrease the cost of a director at each site; the highest personal cost for the program are typically associated with the director. The cost savings to the student are also significant. Student will have access to PTA education in their local service area, meaning there will not likely be relocation costs to attend school. Students will also be paying their local in-district, in-state tuition and fees, which is usually a lower rate than they would pay if they relocated to another college in Idaho.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).
   Students will be recruited locally with in the service area of each partner institution. Typical recruiting measures will include career fairs and high school counselors. Information for the program will be available on the website for each partner institution. Advising and career services at each institution will be well informed about the PTA program. Local professionals will also learn of the program though state professional meetings.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY__2011_____		FY_2012_____		FY___2013____		Cumulative Total	
	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring
A. Expenditures								
1. Personnel								
2. Operating								
3. Equipment								
4. Facilities								
Total Expenditures								
B. Source of Funds								
1. Appropriated - Reallocation								
2. Appropriated - New								
3. Federal								
4. Other (Specify)								
Total Expenditures								

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SUBJECT

Higher Education Research Council Bylaws

REFERENCE

August 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 2011	Board approved second reading to Board Policy III.W. Higher Education Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) of the Idaho State Board of Education is responsible for advising the Board on the implementation of strategies that increase the quality and quantity of research in Idaho, encouraging continued public and private support of research, enhancing the quality and quantity of academic research produced, and the development and implementation of a higher education statewide strategic plan for research. In addition to the creation of the statewide higher education research strategic plan, HERC is also responsible for management of research funding programs appropriated by the legislature (2012 HB659) for the mission and goals of HERC as outlined in Board policy III.W.

At the October 2011 Board meeting the Board approved amendments to Board policy III.W. Changes included a restructuring of the HERC committee members, designation of the Vice Presidents of Research as the Chairs, to serve on a rotating basis, and the inclusion of a nomination process for new members. Changes to Board policy brought HERC's existing Bylaws (last updated in 1999) out of alignment with Board policy. Amendments to the Bylaws include clearly outlining HERC's duties, how meetings will be conducted, the rotation of the chairmanship, and the authority of the Council's executive committee.

IMPACT

Approval of the amendments to HERC's Bylaws will bring HERC's operating procedures into alignment with current Board policy.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff has worked with HERC to develop the Bylaws. The proposed Bylaws are in compliance with Board policy III.W. Staff recommends approval.

BOARD ACTION

I move to approve the amendments to the Higher Education Research Council Bylaws as submitted.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

~~Revised 10/99~~

HIGHER EDUCATION RESEARCH COUNCIL
BYLAWS

A. Powers and Duties

The Higher Education Research Council (Council) is established through the State Board of Education Governing Policies and Procedures III.W. to provide guidance to the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College in establishing a statewide collaborative effort in driving innovation and economic development throughout the state of Idaho and the implementation of the Board's higher education research policy.

The Council is responsible for:

1. The creation and implementation of a statewide higher education research strategic plan.

2. The oversight and administration of the use of funds appropriated by the legislature for the mission and goals of the Council:
   a. to maximize the impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research;
   b. to ensure accountability for the state's investment through demonstrable results.

A. Membership

~~The membership, powers and duties of the Higher Education Research Council are in accordance with the Higher Education Research Council Policy as outlined in the Idaho State Board of Education's Governing Policies and Procedures. Additionally, members of HERC are ineligible to be a principal or co-principal investigator of a project funded through HERC.~~ Membership of the Council is established by Board of Education Governing Policies and Procedures.

~~C~~B. Meetings

1. HERC ~~holds~~ shall meet~~ings~~ on a quarterly basis either in person or by teleconference to fulfill its duties. Additional meetings may be held as needed at the call of the Chair ~~or the Board's Chief Academic Officer.~~ The Chair will conduct each meeting of the Council. In the absence of the Chair, the Vice-Chair may call and conduct each meeting.

2. ~~A quorum consists of five members. A quorum must be present for HERC to conduct business.~~A quorum of the Council consists of a simple majority of the total sitting members of the Council. A quorum of the Council must be present for the Council to conduct any business.

3. A summary of motions will be generated from each meeting and distributed back to the Council for approval. Once approved, this summary will be ~~forwarded to the State Board of Education through the Academic Affairs and Program Committee,~~ kept on record with the Office of the State Board of Education and made available to the Instruction, Research, and Student Affairs Committee and to others as requested.

C. Rules of Order

1. Meetings are conducted in accordance with the current edition of Robert's Rules of Order except that a Council action that conflicts with a previous action takes precedence.

2. With the exception of usual, short, parliamentary motions, all motions, resolutions, or other propositions requiring Council action will, whenever practicable, be reduced to writing before submission to a vote. An individual member's right to vote may not be transferred to another person.

D. Officers and Representatives

~~The officers of HERC include a Chair and a Vice-Chair to be elected by the Council annually.~~

1. The officers of the Council include a chair, and a vice chair, who are members of the Council. Terms of office shall be based on the academic year.

2. One (1) of the Vice Presidents of Research shall serve as chair of the Council, with a new chair selected each academic year such that the chair shall rotate among the Vice Presidents of Research. No Vice President of Research shall hold a term in consecutive years.

   The chairmanship shall rotate between the institutions as follows:
   - University of Idaho
   - Boise State University
   - Idaho State University

3. The vice-chair shall be the Vice President of Research next in the rotation to assume the chairmanship.

3. Council representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Council chair.

E. Duties of Council Officers

1. Council Chair
   a. Presides at all Council meetings, with full power to discuss and vote on all matters before the Council.

b. Submits such information and recommendations considered proper concerning the business and interests of the Council.
c. Subject to action of the Council, gives notice and establishes the dates and locations of all regular Council meetings.
d. Calls special Council meetings at any time and place designated in such call.
e. Appoints Council members to all standing and interim committees of the Council.
f. Establishes the Council agenda in consultation with the executive committee.
g. Serves as chief spokesperson for the Council.

2. Council Vice Chair
a. Presides at meetings in the event of absence of the Council chair.
b. Performs the Council chair duties in the event of the Council chair's inability to do so.

F. Committees of the Council

The Council may organize itself into standing and other committees as necessary. Committee members are appointed by the Council Chair after informal consultation with other Council members. Any such standing or other committee may make recommendations to the Council, but may not take any action, except when authority to act has been delegated by the Council. The Council Chair may serve as an ex-officio member of any standing or other committee.

1. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Council in discharging its responsibilities with respect to the management of the business and affairs of the Council when it is impracticable for the full Council to meet and act, and to consider matters concerning the Council that may arise from time to time.

b. Composition

The Executive Committee is composed of the three Vice Presidents of Research.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Council, and in the intervals between meetings of the Council, the Executive Committee shall assist in directing the management of the business and affairs of the Council. However, the Executive Committee may not undertake any action that must be acted upon by the whole Council. A written record is not kept of the committee's activities, but it shall be the responsibility of the Chair to promptly communicate to all Council members

who are not members of the committee regarding information related to the committee's discussions and activities.

1. An Executive Committee of the Council exists to make decisions on procedures and implementation of policy in cases where the time line is such that decisions are required before the next meeting of the Council. Any decisions made by the Executive Committee must be reported to the entire Council at its next meeting.

2. The Executive Committee consists of the HERC Chair, Vice-Chair, and two other members of HERC, with the stipulation that two members be institutional representatives and two members be non-institutional representatives.

B. Administration of HERC Programs

Support for the Higher Education Research Council and administration of HERC Council sponsored programs will be coordinated by Board staff as designated by the Executive Director. the Chief Academic Officer of the State Board of Education. The Chief Academic Officer also serves as an ex-officio member of the Higher Education Research Council without voting privileges.

All programs shall be conducted in compliance with Board Governing Policies and Procedures III.W.