

# **Clarion University**

## **Council of Trustees'**

## **Regular Meeting**

## **Agenda**

Room 14A/B  
Suites on Main South  
Clarion, PA 16214

**Thursday, July 20, 2017**

**Executive Session – Personnel Matters, 4:30 – 5:30 p.m., Room 14A/B Suites on Main South**

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**Public Meeting, 7:00 p.m.**

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**Pledge of Allegiance**

**Call to Order and Roll Call of Board Members**

**Public Comments**

**Consent Agenda .....** Chair, JD Dunbar

1. Approval of the Minutes of the Regular Meeting of April 13, 2017 and the Special Meeting of June 14, 2017 – See Items 1 & 2
2. Approval of the Bachelor of Science in Respiratory Care – See Items 3 & 4
3. Approval of the Master of Science in Athletic Training – See Items 5 & 6
4. Approval of Finance Committee Purchasing Report – See Item 7

RESOLVED, that the Council of Trustees, Clarion University, approve the Consent Agenda for July 20, 2017.

**Report of Student Senate.....** Tatum Henderson

**Report of Faculty Senate .....** Adam Roberts

**Remarks of the Council Chair .....** Chair, JD Dunbar

**Committee Reports**

1. Executive Committee..... Chair, JD Dunbar

**Report of the President .....** Karen Whitney

1. PASSHE Update
2. Points of Pride
3. Presidential Plan Update – See Item 8

**Report of Academic Affairs .....** Todd Pfannestiel

1. Faculty in the Spotlight – Dr. Susan Prezzano, Anthropology
2. Enrollment and Retention Update

**Report of Finance, Administration and Facilities .....** Len Cullo

1. Budget Update
2. Grants Award and Contracts – See Item 9

**Report of Student Affairs .....** Susanne Fenske

1. Student Affairs Update
2. Student in the Spotlight – Mr. Devin Vallies

**Report of University Advancement .....** Jim Geiger

1. Fund-raising Report
2. Marketing Update

**Human Resources** – See Item 10

**Other Business .....** Chair, JD Dunbar

1. Unfinished Business
2. New Business

**Next Meeting (September 21, 2017 to be held at Clarion University, Venango, Robert Rhoades Student Center) and Adjournment.**

**MINUTES OF THE MEETING OF THE COUNCIL OF TRUSTEES  
CLARION UNIVERSITY OF PENNSYLVANIA  
APRIL 13, 2017  
14A&B SUITES ON MAIN SOUTH  
CLARION CAMPUS, CLARION, PA 16214**

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The trustees entered into executive session at 3:41 p.m. and ended at 5:09 p.m. to discuss personnel matters.

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Public Meeting  
7:00 P.M.

**I. RECORDING OF ATTENDANCE**

The meeting was called to order by Mr. Kifer, Chairperson, with the following Trustees present:

Mrs. Milissa Steiner Bauer, Secretary  
Mrs. Susanne Burns  
Ms. JD Dunbar, Vice Chairperson  
Mr. R. Lee James  
Mr. James Kifer, Chairperson  
Ms. Donna Oberlander  
Mr. Randy Seitz  
Mr. Howard Shreckengost  
Mr. Edward Green  
Mr. Neil Weaver

The following Trustees were absent:

Dr. Syed Ali-Zaidi

The following members of the University administration attended the meeting:

Mr. Len Cullo, Vice President, Finance and Administration  
Dr. Phillip Frese, Dean, College of Business and Information Sciences  
Dr. Susanne Fenske, Vice President, Student Affairs  
Mr. James Geiger, Vice President, University Advancement  
Ms. Debra Sobina, Acting Dean, Venango College  
Dr. Todd Pfannestiel, Interim Provost and Academic Vice President  
Dr. Bruce Smith, Interim Dean, College of Arts, Education and Sciences  
Dr. Karen Whitney, President

**II. Public Comments – None**

Chairperson Kifer indicated that the meeting agenda was re-ordered to allow Dr. Susanne Fenske to present the Student Affairs Student in the Spotlight who attended the meeting.

Dr. Fenske introduced Caitlyn McNerney, graduate student from Pittsburgh, Pennsylvania, who spoke to the trustees about her co-curricular involvement and experiences as an undergraduate and graduate student. Ms. McNerney's involvement at Clarion included Sigma Sigma Sigma National Sorority, Panhellenic Council, Advisory Board for Leadership and Engagement and Student Senate.

### III. APPROVAL OF CONSENT AGENDA

Chairman Kifer presented the items on the Consent Agenda:

1. Approval of the Minutes of the Regular Meeting of February 16, 2017.
2. Approval of Student Fees for 2017-2018.
3. Approval of the Proposed Extension of the Strategic Directions from 2017 to 2020.

Mr. James requested Item #2 be removed from the Consent Agenda for further discussion.

A motion was made by Mr. Weaver, seconded by Ms. Dunbar, that Items #1 and #3 on the Consent Agenda be approved. The motion carried unanimously.

Dr. Fenske provided further explanation of Item #2, Student Fees for the 2017-2018 academic year to the trustees.

A motion was made by Mr. James, seconded by, Mrs. Burns that the following resolution be approved.

RESOLVED, that the Council of Trustees, Clarion University, approved the proposed locally set fees and board as presented for 2017-2018 including the following:

Student Fee - \$31/credit  
Recreation Center Fee – No change  
Student Center Fee – No Change  
Meal Plans – 4% increase

A roll call vote was taken with the following results:

Mrs. Milissa Steiner Bauer	YES
Mrs. Susanne Burns	YES
Ms. JD Dunbar	YES
Mr. Edward Green	YES
Mr. R. Lee James	YES
Mr. James Kifer	YES
Ms. Donna Oberlander	YES
Mr. Randy Seitz	ABSTAINED
Mr. Howard Shreckengost	YES
Mr. Neil Weaver	YES

The motion carried.

#### IV. REPORT OF STUDENT SENATE

Mr. Devon Vallies, President, presented his report. Student Senate has been involved with Dine-to-Donate fundraiser with Applebee's, Relay for Life and the planning for the Reinhard Awards. Senate elections are currently underway and he added that he would be participating in Advocacy Day in Harrisburg on April 17 & 18, 2017.

#### V. REPORT OF FACULTY SENATE

Faculty Senate Vice-Chairperson Barry Sweet provided the report. Faculty Senate will be hosting a faculty retirement reception on May 2, faculty senate elections will be held April 18 and he noted the CCPS would be reviewing course proposals that will go to Senate next week. Finally, Academic Standards has been working to improve the academic improvement plan.

#### VI. COUNCIL CHAIRPERSON'S REPORT

Mr. Kifer reminded Facilities Committee that they would be providing their written report at the July 20, 2017 Council meeting.

#### VII. REPORT OF COMMITTEES

##### 1. Executive Committee

Mr. Kifer noted that the Trustees Executive Committee had met on April 9, 2017 and a copy of the minutes will be sent to the trustees.

##### 2. Nominating Committee

Action Item

1. Election of Officers

Reporting on behalf of the Nominating Committee Mr. Seitz presented the following proposed slate of Council of Trustees officers for 2017-2018.

Ms. JD Dunbar	Chairperson
Ms. Milissa Steiner Bauer	Vice Chairperson
Mr. James Kifer	Secretary

The floor was open for additional nominations. There were none forthcoming.

A motion was made by Mr. Seitz, seconded by Mr. James, to accept the slate of officers for 2017-2018 as presented by the Nominating Committee. The motion carried unanimously.

VIII. REPORT OF THE PRESIDENT

1. PASSHE Update

K. Whitney reported on last week's BOG meeting. The topics of discussion were student fees, tuition and state funding. The BOG will be voting on tuition at the next meeting. She reported Clarion was allocated \$32,000 in state appropriations for FY2017-18 and added we have a \$2.8 million deficient due to the increase in unfunded mandated salary increases.

The April PACT conference will focus on education and organizing the future of all 14 state system institutions. NCHEM consultants who are conducting the state system review will be at PACT. She encouraged all trustees to attend. She noted that NCHEM would be on campus April 27 for our review and scheduled to meet with various constituent groups.

President Whitney stated she is optimistic that we are in the era of change and not closing of the universities.

President Whitney reminded the trustees of the May 13 commencement ceremonies and encouraged their participation. Trustee James will be the keynote speaker at Friday's Venango campus ceremony. In addition, Trustee Ali-Zaidi will be presented the President's Medallion at the Saturday morning ceremony.

## 2. Points of Pride

President Whitney pointed to the Clarion and Venango April list of Points of Pride. She made special mention of 2016 graduate Bri Nellis who placed second in the PASSHE Student Business Plan Competition and received \$5,000 to put toward her business. Brenda Dede was named Citizen of Year for 2017 by Clarion Area Chamber of Commerce.

President Whitney referenced the "High-Impact Learning" handout that was distributed to the trustees. She noted that we are pursuing a vision of being national leaders with 51 percent of the graduating seniors having a high-impact experience. Furthermore, living and learning communities are planned for Venango and Clarion campuses next academic year. Lastly, she reported every undergraduate takes a course designed to explore issues related to diversity and/or global learning.

## 3. Presidential Plan

President Whitney called the trustees attention to her Presidential Plan that was attached to the Council agenda.

# IX. REPORT OF ACADEMIC AFFAIRS

## 1. Enrollment Update

Dr. Pfannestiel reported on our enrollment and retention efforts. We are looking at a larger freshman class and an increase in transfer students this fall. His team is calling students who have applied to Clarion but have not deposited. In addition, we are seeing an increase in graduate applications as well as in the human services and nursing programs.

Dr. Pfannestiel updated the trustees on the candidate searches for AVP Enrollment, Provost Search and Dean of Health and Human Services.

## X. REPORT OF FINANCE, ADMINISTRATION AND FACILITIES

### 1. Budget Update

Mr. Cullo reported that the budget open forum took place on April 11. We have adjusted the budgets to reflect the contractual agreements and are reviewing additional areas of savings.

### 2. Status of Facilities

Mr. Cullo called the trustees' attention to the Status of Facilities report that was attached to their agendas.

## XI. REPORT OF STUDENT AFFAIRS

Dr. Fenske reported that new student orientation is going on and we have students applying for university housing. We have implemented living and learning communities that are filling quickly. She is co-chairing a Retention Task Force, and has shaped a subcommittee to represent minority students as well as engaged learners.

## XII. REPORT OF UNIVERSITY ADVANCEMENT

### 1. Fund-raising Report

Mr. Geiger brought the trustees' attention to the financial report that was at their place indicating fundraising, gifts and pledge goals.

### 2. Marketing Update

Mr. Geiger reported his team is working with the Zimmerman Agency and Admissions on recruitment efforts.

## XIII. UNFINISHED BUSINESS – None

## XIV. NEW BUSINESS

Ms. Dunbar announced that Wanda Barlett, Executive Assistant to the Vice President of Finance and Administration is leaving Clarion to pursue other career opportunities and thanked her for her excellent work and dedication to the Council of Trustees.

Mr. Kifer indicated that the Council would be going into Executive Session to discuss personnel matters. He further indicated that the Council would return to public session for any related votes on that matter and then adjourn.

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The trustees entered into executive session at 8:33 p.m. to discuss personnel matters and returned to public session at 9:29 p.m.

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1. Presidential Leadership Review

A motion was made by Ms. Oberlander to accept the President's Annual Evaluation as presented by the Presidential Leadership Review Committee, seconded by Ms. Bauer to approve the following motion.

MOVE that the Council of Trustees, Clarion University, accept and approve the 2017 President's Annual Evaluation as presented by the Presidential Leadership Review Committee.

A roll call vote was taken with the following results:

Mrs. Milissa Steiner Bauer	YES
Mrs. Susanne Burns	YES
Ms. JD Dunbar	YES
Mr. Edward Green	YES
Mr. R. Lee James	YES
Mr. James Kifer	YES
Ms. Donna Oberlander	YES
Mr. Randy Seitz	YES
Mr. Howard Shreckengost	YES
Mr. Neil Weaver	YES

The motion carried unanimously.

In addition, a motion was made by Ms. Dunbar, seconded by Mr. Weaver to approve the following motion.

MOVE that the Council of Trustees, Clarion University, recommend to the Board of Governors that the Chancellor be authorized to extend the contract of President Karen M. Whitney for one year.

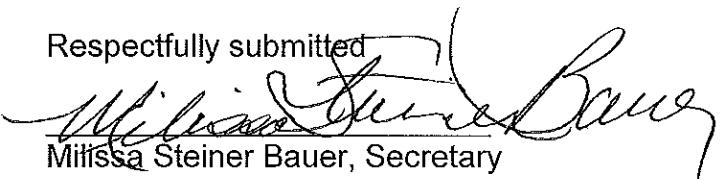
A roll call vote was taken with the following results:

Mrs. Milissa Steiner Bauer	YES
Mrs. Susanne Burns	YES
Ms. JD Dunbar	YES
Mr. Edward Green	YES
Mr. R. Lee James	YES
Mr. James Kifer	YES
Ms. Donna Oberlander	YES
Mr. Randy Seitz	YES
Mr. Howard Shreckengost	NO
Mr. Neil Weaver	YES

The motion carried.

XV. ADJOURNMENT - The meeting was adjourned at 9:47p.m.

Respectfully submitted



Milissa Steiner Bauer, Secretary  
Council of Trustees

**MINUTES OF THE SPECIAL MEETING OF  
THE COUNCIL OF TRUSTEES  
CLARION UNIVERSITY OF PENNSYLVANIA  
JUNE 14, 2017  
114 CARRIER HALL  
CLARION CAMPUS, CLARION, PA 16214**

8:00 A.M.

I. RECORDING OF ATTENDANCE

The meeting was called to order by Mr. Kifer, Chairperson, with the following Trustees present:

Mrs. Milissa Steiner Bauer, Secretary  
Mrs. Susanne Burns  
Ms. JD Dunbar, Vice Chairperson (via conference call)  
Mr. James Kifer, Chairperson  
Mr. Randy Seitz (via conference call)  
Mr. Howard Shreckengost (via conference call)  
Mr. Edward Green (via conference call)

The following Trustees were absent:

Dr. Syed Ali-Zaidi  
Mr. R. Lee James  
Ms. Donna Oberlander  
Mr. Neil Weaver

The following members of the University administration attended the meeting:

Mr. Len Cullo, Vice President, Finance and Administration (via conference call)  
Mr. James Geiger, Vice President, University Advancement  
Dr. Todd Pfannestiel, Interim Provost and Academic Vice President  
Mr. Rein Pold, Director of Procurement  
Dr. Karen Whitney, President

II. Public Comments – None

III. Action Item

1. Approval for the sale of eight university-owned properties located in and around Corbett Street, Clarion, Pennsylvania.

Mr. Pold provided some background information on the proposed sale of the eight university properties. He noted these properties were purchased at different times dating to 1999. The thought of buying these properties was the possibility of campus expansion, since most of the properties were located on the universities southern property line. He further noted that these properties are now being rented for single-family housing and the university is maintaining the properties.

Trustee Burns expressed concerns of the timing of the sell when the housing market in the area is in a decline.

Mr. Cullo added that he cannot guarantee the properties will sell at the appraised value, however, the University's Legal Counsel requested we not be in the single-family home rental business. Additionally, he sees no use for these properties in the future. President Whitney explained that the University's strategic plan and financial position have changed since the properties were purchased. We are moving in the direction of expanding our online credentials where there is a market demand.

A motion was made by Ms. Dunbar, seconded by Mr. Seitz to approve the following resolution. A roll call vote was taken. The motion carried.

RESOLVED, that the Clarion University Council of Trustee approve the following resolution:

WHEREAS, Clarion University has determined that the following listed real property is not necessary to meet with current and foreseeable needs of the University, properties located at: 915 Corbett Street & 177 Greenville Avenue; 957 Corbett Street; 959 Corbett Street; 961 Corbett Street; 962 Corbett Street; 963 Corbett Street; 215 Greenville Avenue & 964 Corbett Street; 206 Wilson Avenue; and

WHEREAS, the university is seeking approval to sell these properties as the campus requirements have been re-defined and there is no longer a need for these properties in the near future; and

WHEREAS, it has been presented to and discussed at the meeting

of the Council of Trustees on June 14, 2017, a proposal to sell the properties south of the actual campus located in and around Corbett Street, Clarion, Pennsylvania; and

WHEREAS, the Clarion University Council of Trustees deems it to be the best interest of Clarion University to liquidate the above listed properties, and

WHEREAS, the process to sell such said properties requires approval from the Commonwealth and the Pennsylvania State System of Higher Education; therefore,

BE IT RESOLVED, that the Council of Trustees, Clarion University, approves seeking the Commonwealth and Pennsylvania State System of Higher Education approvals to sell of said listed university-owned properties.

Mrs. Milissa Steiner Bauer	YES
Mrs. Susanne Burns	NO
Ms. JD Dunbar	YES
Mr. Edward Green	YES
Mr. James Kifer	NO
Mr. Randy Seitz	YES
Mr. Howard Shreckengost	YES

IV. Adjournment - The meeting was adjourned at 8:30 a.m.

Respectfully submitted



Milissa Steiner Bauer, Secretary  
Council of Trustees



# PROPOSAL FOR NEW ACADEMIC PROGRAM

## BACCALAUREATE DEGREE



### **Bachelor of Science, Respiratory Care**

### **A New Program/Degree Proposal**

Clarion University of Pennsylvania

College of Health and Human Services

Department of Human Services, Rehabilitation,  
Health and Sport Sciences

Proposed Implementation Date: Fall 2018

Proposal prepared by: Renee Bloom

Proposed CIP Code: 51.0908

Proposed Delivery Method: hybrid (face-to-face and online)

Electronic Signature of Chief Academic Officer:

Electronic Signature of University President:

Date:

Approved by Clarion Council of Trustees on

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## Appropriateness to Mission

### Description, Scope, and Purpose of the Program

#### Description

Clarion University's Department of Human Services, Rehabilitation, Health and Sport Sciences is submitting a proposal for a three-year, 120-credit Bachelor of Science degree with a major in respiratory care. The proposed bachelor's-level program will replace Clarion's current 79-credit Associate of Science degree in respiratory care. The proposed three-year bachelor's degree program will build upon the curriculum model of the current two-year associate degree program that consists of two traditional 15-week fall and spring semesters plus two summers that each entail 12 week terms. The three-year bachelor's degree program will be achieved by adding two additional semesters (fall and spring) to the associate degree program and will result in an academic curriculum with eight consecutive academic terms. Further, the proposed bachelor's degree program will dually serve as a degree completion program for respiratory therapists who are already credentialed professionals and who wish to conveniently earn their bachelor's degree online.

The proposed three-year bachelor's degree program includes upper division respiratory care course work that will equip graduates with the knowledge and skills necessary to function effectively as respiratory therapists within a broadening and evolving scope of respiratory care practice. Moreover, the innovative and unique three-year structure of the proposed bachelor's degree program will facilitate early conferral of the degree. Graduates of the proposed program will be positioned to enter the workforce and generate income one year sooner than graduates of other typical four-year bachelor's degree respiratory care programs.

Clarion's proposed program supports Pennsylvania's State System of Higher Education as a leader in offering academic programs with innovative curricular designs, as research yielded no results for other three-year bachelor's degree respiratory care programs in Pennsylvania. Through the proposed program, the State System will offer citizens of the Commonwealth another viable educational opportunity to earn an academic degree in a high-priority occupation that provides family-sustaining wages.

The addition of a three-year Bachelor of Science degree in respiratory care also supports the goals of Clarion University. Clarion restructured its academic units with an emphasis on health care educational programs. As a result, a new College of Health and Human Services was formed in July 2017. A primary goal of the College of Health and Human Services is to build university enrollment by developing new academic programs and expanding current programs using unique delivery modes and alternative scheduling options that attract well-qualified students. The proposed three-year Bachelor of Science degree in respiratory care aligns with the goal of the College of Health and Human Services and will help Clarion University remain competitive in the changing higher education marketplace.

#### Background and Rationale

For decades, the associate degree has been standard practice for entry-level respiratory care education. However, since 2007 there has been concern within the respiratory care profession about continual advancements in health care, the role of the respiratory therapist, and if respiratory therapists will be adequately equipped to meet the profession's expanding scope of practice (Barnes, Kacmarek, Kageler, Morris, & Durbin, 2011). This concern gave way to consideration by the respiratory care profession to increase its entry-level educational requirement to that of bachelor's degree (Barnes et al., 2011). As a result, the American Association for Respiratory Care (AARC) appointed a task force for the purpose of establishing a long-term, collective vision for the profession (Barnes et al., 2011). Based on task force findings, AARC made recommendations to the

Commission on Accreditation for Respiratory Care (CoARC). In response, CoARC first affirmed the important role that associate degree programs would continue to have in respiratory care education but also acknowledged the need for a larger number of respiratory therapists with advanced degrees “to serve as educators, researchers, managers, clinical specialists, and in other roles throughout the health care delivery system” (CoARC, 2016a). To support the “increasing extent and complexity of the skills required of graduates of respiratory care programs and the associated movement of the profession toward baccalaureate and graduate degrees” (CoARC, 2016a), CoARC collaborated with AARC to propose a change to *Accreditation Standard 1.01* that will become effective in January 1, 2018 and will be as follows:

*Except as provided in the following sentence, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and must award graduates of the program a baccalaureate or graduate degree upon completion of the program. For associate degree programs that were accredited prior to January 1, 2018, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the USDE. These programs may continue to award graduates of the program an associate degree as long as they remain accredited by the CoARC (CoARC, 2016a).*

## **Scope of Proposed Program**

The proposed three-year bachelor’s degree program employs a hybrid curricular design that is comprised of both face-to-face and online course work. Students will complete two years (including two summers that each entail 12 week terms) of face-to-face course work at the Venango campus of Clarion University in Oil City, Pennsylvania. The curriculum of the first two years will encompass general education course work and all major-related course work required for Clarion’s existing associate degree program with the exception of two review courses that prepare students for the national credentialing examinations in respiratory care. These two review courses that are currently taught at the end of Year 2 (summer term) in the existing associate degree program will instead be taught at the end of Year 3 (spring semester) in the proposed bachelor’s degree program. Continuity of the bachelor’s degree and associate degree curricula will facilitate smooth transition from the associate degree respiratory care program to the bachelor’s degree program with minimal disruption to students and faculty during the changeover.

The third year of the proposed bachelor’s degree program constitutes two semesters of upper-division theory-based course work in respiratory care and allied health as well as general education course work. A hybrid model of delivery will be used for third-year upper division course work in the major. General education course work required in the third year may be completed online or face-to-face.

Further, the proposed bachelor’s degree program will dually serve as a degree completion program for respiratory therapists who are already credentialed professionals and who wish to conveniently earn their bachelor’s degree online. Degree completion students who hold the lower professional credential of “Certified Respiratory Therapist” (CRT) will be required to take the two upper division review courses that prepare students for success on the national credentialing examinations. Degree completion students who hold the higher professional credential of “Registered Respiratory Therapists” (RRT) will take theory-based online courses that have been identified by Clarion’s respiratory care faculty as appropriate substitutions for the two review courses.

The curriculum of the proposed bachelor’s degree program will expand upon the curriculum of Clarion’s current associate degree respiratory care program to include an increased number of credits in both general education and in the major. The expanded curriculum will ensure that program graduates possess advanced competencies essential to function effectively as respiratory therapists upon graduation and in the future as the scope of respiratory practice expands. Graduates will not only be technically proficient, but will also have competency in communication, critical thinking,

deductive reasoning, research methodology, information literacy, evidence-based medicine, and leadership. Specifically, the proposed program will facilitate student proficiency in the following areas:

- Incorporating into clinical practice new technology, new therapeutic approaches, and data-management skills (Barnes, Gale, Kacmarek, & Kageler, 2010);
- employing data driven evidence-based practice in clinical decision making (Barnes et al, 2010);
- applying research methodology and information literacy guidelines for appraising research findings;
- finding, evaluating, and locating credible scholarly sources to develop clinical protocols and practice guidelines;
- applying leadership theory and concepts to function optimally as both leaders and team members in clinical environments; and
- serving as leaders of care teams in health care organizations and contributing knowledge and direction to patient and staff education, disease management, and the provision of respiratory care in the home (Barnes et al, 2010).

Course work in the proposed bachelor's degree program will be offered over eight consecutive academic terms in a three-year period that includes full-time 12-week summer terms in Years 1 and 2. Students will graduate with a Bachelor of Science degree with a major in respiratory care upon completion of the spring semester of Year 3. Graduates will be immediately eligible to sit for the national credentialing examinations administered by the National Board for Respiratory Care (NBRC) that lead to the profession's "gold-standard" credential of Registered Respiratory Therapist (RRT).

Graduate respiratory therapists will find employment in a variety of work environments including acute, chronic, sub-acute, and extended care facilities; rehabilitation facilities; educational institutions; clinics; physician's offices; home care; sleep labs; diagnostic and research labs; and pharmaceutical companies (U.S. DOL, BLS, 2009). Projections by the United States Department of Labor, Bureau of Labor Statistics indicate that employment of respiratory therapists will "grow by 12% between 2014 and 2024 – faster than the average for all occupations" (U.S. DOL, BLS, 2016). Demand for program graduates will continue since the U.S. population is aging and as the incidence of respiratory conditions such as emphysema, chronic bronchitis, and pneumonia increases (U.S. DOL, BLS, 2016).

### **Purpose of Proposed Program**

The proposed three-year bachelor's degree program will ensure that Clarion University's respiratory care program aligns with evolving educational trends in the field. Bachelor's-prepared graduates will possess the critical thinking and technological skills necessary to fulfill advanced competencies required for future respiratory care practice (AARC, 2016; Barnes, Gale, Kacmarek, and Kageler, 2010; CoARC, 2016a). Specifically, the purpose of the proposed bachelor's degree program is to:

- Assure professional and academic relevancy of Clarion's respiratory care program;
- prepare Clarion University graduates to function effectively as respiratory care practitioners in the evolving and increasingly complex health care environment (CoARC, 2016a);
- support Clarion University graduates as respiratory therapy leaders in health care organizations;
- strengthen the appeal of the respiratory care program to prospective students thereby supporting university enrollment; and
- uphold Clarion's vision "*to be a leader in high-impact educational practices that benefit students, employers, and community partners*" (Clarion University, 2016).

## **Alignment with State System Mission and Strategic Directions**

The proposed three-year bachelor's degree program will support the State System's vision "to be *among the nation's leading systems of public universities, recognized for (1) excellence, relevance, and value in education; and (2) responsiveness to regional, state, and national needs through its programs, service, scholarship, and research*" (PA State System of Higher Education, 2016, p.4). Thus, the proposed program aligns specifically with four major strategic goals of the State System as outlined in the 2020 Strategic Plan as follows:

### **1. Ensure academic program excellence and relevance:**

- The proposed program will produce graduates with a bachelor's degree earned in three years from a respiratory care educational program that is accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC accreditation and graduate eligibility for and success on the National Board for Respiratory Care (NBRC) credentialing examinations will validate both excellence and relevance of the proposed program.
- The program's advisory board assures relevance and oversight. The Respiratory Care Advisory Board represents stakeholders in the respiratory care profession, in health care, at Clarion University and its student body, and in the local community. Board members include working respiratory care professionals such as clinical preceptors and department directors, a member of the community, current Clarion students, program graduates, and Clarion University faculty and administration. The advisory board provides input on new initiatives, program changes, current trends in health care and health care management, and the health care and educational needs of key constituents.
- Student learning outcomes and program outcomes will be regularly assessed as indicated in the proposed program's assessment plan. Student learning outcomes and program outcomes are aligned with the following industry standards: *Accreditation Standards for Entry into Respiratory Care Professional Practice* (CoARC, 2015) and the *National Board of Respiratory Care Therapist Multiple Choice Detailed Content Outline* (NBRC, 2015). The program will survey alumni and employers of graduates to ensure that program outcomes and graduate competencies and skill sets are rated as satisfactory or higher. Assessment results are used for continuous improvement and to ensure that the program is of the highest quality and excellence.
- The curriculum of the proposed program was inspired by review of bachelor's degree respiratory care programs identified as "exemplary models" by Dr. Shawna Strickland, Associate Executive Director of Education of the American Association for Respiratory Care (AARC).
- Students will be engaged in high-impact practices (HIP) throughout the program's curriculum. Theory-based courses will be assimilated with field experiences, student research projects, a capstone course, writing intensive courses, service learning, and collaborative projects. Deliberate integration of these high-impact learning experiences will enhance student learning and retention.
- The proposed program's three-year curriculum model is cutting edge. Based on both independent research and consultation with Thomas Lamphere, Executive Director of the Pennsylvania Society for Respiratory Care, there are no other three-year bachelor's degree respiratory care programs known to exist in Pennsylvania.

- Clarion's College of Health and Human Services has numerous contractual agreements with local and regional health care facilities for students to complete clinical experiences. These partnerships help connect Clarion University to the community and allow our students to provide important health care services to citizens of the Commonwealth.
2. Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship:
- The proposed program is transfer friendly and therefore supports upward career mobility. Existing Transfer Articulation and Oversight Committee (TAOC) agreements allow transfer of credits from associate degrees in respiratory care to the online bachelor's degree completion option of the proposed program under specific conditions. Candidates for admission to Clarion's online respiratory care bachelor's degree completion program must:
    - Demonstrate completion of a CoARC-accredited educational program in respiratory care;
    - hold the credential, Certified Respiratory Therapist (CRT) or Registered Respiratory Therapist (RRT) with the National Board for Respiratory Care (NBRC); and
    - provide appropriate documentation of a minimum of one year of critical care experience as a CRT or RRT.
  - Additionally, general education courses required for the proposed program are commonly taken by students at other universities or in other programs and therefore further facilitate ease of transfer credits.
  - The proposed program requires students to complete 18 credits of clinical practicum experience, 3 credits of which are in a state-of-the-art simulation laboratory at the Venango Campus of Clarion University. Simulation experiences uniquely reinforce content knowledge and promote mastery of skills.
  - Graduates of the proposed program will have the requisite knowledge and skills to sit for the national credentialing examinations administered by the National Board for Respiratory Care (NBRC) and to obtain state licensure for the practice of respiratory care.
  - Program graduates will have the advanced critical thinking and technological expertise required to fulfill competencies necessary for respiratory care practice (AARC, 2016; Barnes, Gale, Kacmarek, & Kageler, 2010; CoARC, 2016a).
  - Program graduates will be prepared to function effectively as vital members of health care teams and will help meet the increased demand for health care services (U.S. DOL, BLS, 2016) in local, regional, national, and potentially in international markets.
  - The proposed program will support Clarion University in its ongoing mission to provide affordable educational opportunities for students who seek to earn a bachelor's degree from a regionally-accredited university in Pennsylvania's State System of Higher Education.

- Designated as a military friendly organization by Victory Media (Clarion University, 2017), Clarion University actively seeks out and supports active military through its MOU as a Services Members Opportunity College allowing service members to complete degrees while serving the country.
- Clarion University provides numerous support services to increase the success, retention, and graduation rate of lower income, first time in college, and underrepresented minority students. Support services include the Engaged Learners program, Student Orientation, Acclimation, and Retention (SOAR), TRIO grant programs, tutoring services, student advocate services, disability support services, and Golden Eagle Men's Success (GEMS). Respiratory care faculty in the proposed program will support students enrolled in these programs and will participate in other university programs that foster early intervention with students who are at the most risk for failure.

3. Develop new funding strategies, diversify resources, and manage costs to preserve affordability:

- While the proposed program will require new, additional resources, it will also maximize existing resources at Clarion University. Five new respiratory care courses required for the proposed bachelor's degree respiratory care program will be added to existing curriculum of the associate degree respiratory care program. No other additional new courses will be required. Also, courses already offered in allied health and general education will be used in the proposed bachelor's degree program. Further, the proposed program will share use of the existing state-of-the-art skills and simulation laboratory at the Venango campus.
- Through a partnership model, the proposed bachelor's degree program will leverage existing resources supplied by local and regional health care organizations. Students will complete clinical practicum rotations at numerous health care agencies under the supervision of respiratory therapy clinical preceptors who are employed by the clinical agencies.
- Students will complete the proposed program in 3 years (8 consecutive academic terms that include 12-week terms in two summers). This will place program graduates in the workforce one year earlier than the traditional four-year undergraduate degree – thus expediting students' earning potential by one full year.

4. Increase accountability and transparency; focus on results:

- Data about graduation and retention rates of students in the proposed program are collected and published in the *Clarion University Fact Book* that is accessible to the public via Clarion University's website as well as on the Respiratory Care program web page.
- Program assessment activities are integral to the university's Middle States accreditation and to the program's CoARC accreditation status. Student learning and program outcomes are regularly assessed. The results of these assessment activities are shared with Clarion faculty, staff, and administration; the Respiratory Care Advisory Board; the university's Institutional and Student Learning Assessment Committee (ISLAC); and with CoARC as appropriate. CoARC accreditation mandates that specific program outcomes data be published on its website for the purpose of transparency and accountability to the general public.

## **Appropriateness to University Mission and Strategic Plan**

Clarion University has outlined four strategic goals to guide the university's planning efforts for 2013 - 2018. The proposed program aligns with these goals as follows:

**1) Encourage student, faculty and staff success**

- The proposed program will produce bachelor's-prepared respiratory therapists who will be better equipped with the "essential competencies necessary to function effectively as respiratory therapists" (AARC, 2016). Consequently, the proposed program will function to support the professional development and long-term career advancement of Clarion respiratory care alumni.
- The proposed program's curriculum utilizes a cadre of high-impact practices and experiential learning that supports student success and also supports the university's goal to grow programs worthy of national recognition.
- Clarion University is a military friendly university and actively seeks and supports military veterans through its Veterans Outreach Resources program and its Student Veterans Association.

**2) Create equitable, diverse environments**

- Students in the proposed three-year bachelor's degree program will complete clinical practicum rotations that will offer an abundance of inherently diverse clinical environments with diverse populations of health care professionals, patients, and family members.

**3) Expand our engagement with society**

- Students in the proposed program will make positive and important contributions as they complete clinical experiences, workshops, and other collaborative efforts in their field, with various health care agencies, and at Clarion University. In fulfillment of the program's required experiential learning assignments, respiratory care students serve communities and help provide direct care to their citizens.
- Clarion's respiratory care faculty work closely with associate degree students via the Respiratory Care Club. The club is a vibrant and active student organization that engages frequently and meaningfully with local and regional communities and, in doing so, projects Clarion as an engaged and resourceful community-focused organization. The Respiratory Care Club will continue to function in this capacity relative to the proposed bachelor's degree program.
- Respiratory care faculty members facilitate Clarion University's engagement with society in meaningful ways. The current program director holds the position of chair of the Pennsylvania Society for Respiratory Care's education committee. The director of clinical education represents the university during regularly-scheduled visits to 13 or more health care organizations that will serve as clinical practicum sites for the proposed bachelor's degree program.

**4) Thrive financially**

- The proposed program, through marketing initiatives, will attract additional students thereby supporting enrollment and enhancing the financial strength of Clarion University.
- While the program will require some new resources, it is cost effective since it will leverage many existing resources at Clarion University.

## **Appropriateness to College and School Strategic Plan**

The mission of the College of Health and Human Services is “*. . . to educate future health care professionals in the fields of allied health, communication sciences and disorders, rehabilitation sciences, human services, nutrition and fitness, nursing and sport sciences.*” The proposed bachelor’s degree program supports this mission and aligns with the following goals and strategies from the *2014 – 2019 College of Health and Human Services Strategic Plan*.

### **Goal 1. Promote Excellence in Education and Practice.**

Strategy a. Create new academic degree programs that help address the needs of society.

- The proposed program will help address society’s need for health care professionals who will care for an aging population (US DOL, BLS; 2016) by evaluating, treating, and managing patients of all ages with respiratory illnesses and other cardiopulmonary disorders.
- Respiratory therapy is on Pennsylvania’s statewide and regional 2016-2017 High Priority Occupations Lists published by the Pennsylvania’s Center for Workforce Information and Analysis (CWIA, 2016). The proposed bachelor’s degree program will therefore help meet workforce needs of the Commonwealth.
- As bachelor’s-prepared respiratory therapists, graduates of the proposed program will be positioned to assume leadership roles in health care organizations and as respiratory care educators. In these roles Clarion graduates will:
  - Lead teams of health care professionals,
  - participate in organizational policy making related to respiratory disease management and respiratory care practice,
  - contribute knowledge and direction to patient and staff education,
  - instruct and mentor future generations of respiratory care practitioners as program officials in respiratory care educational programs, and
  - advocate on behalf of the profession and its constituents by serving as leaders of professional societies at the local, regional, and national levels.

### **Goal 3. Foster Professional and Civic Engagement**

Strategy a. Facilitate involvement of students in learning experiences that feature community engaged partnerships.

Currently, Clarion University's associate degree respiratory care students are highly engaged in community partnerships. Since 2011, respiratory care students have promoted awareness of lung health on campus and in the community by sponsoring an annual 5-K walk in support of the Cystic Fibrosis Foundation. Clarion's respiratory care students also participate in "Fresh Air Camp," a summer event for ventilator-dependent children. Additionally, Clarion's respiratory care students participate in the Golden Living Health Fair for residents, employees, and community members. Students enrolled in the bachelor's degree program will participate in these community activities, but will also complete a leadership mentoring rotation in a partnering health care organization. Additionally, students in the proposed bachelor's degree program will participate with clinicians practicing evidence-based medicine.

Strategy c. Maintain and enhance community partnerships.

- The clinical practicum experiences in the proposed program will provide numerous opportunities for students to engage with community-based health care professionals and provide service to community members requiring health care. These relationships and activities will strengthen partnerships between Clarion University and the community.
- The Respiratory Care Advisory Board will enhance community partnerships by facilitating networking opportunities and encouraging collaboration among members of local and regional health care organizations, Clarion University, and community members.

## Need

### Similar and existing programs at other universities

In addition to Clarion University, four other State System universities offer respiratory care programs. Indiana University offers a 4-year BS degree in respiratory care; Mansfield University offers a 2-year AAS degree in respiratory care; Millersville University offers both 3.5 year BS degree in allied health technologies and a 4.5 year BS degree in biology with a respiratory care option, and West Chester University offers a 4-year BS degree in respiratory care.

Clarion University's proposed bachelor-level program is unique because of its three-year (8 academic terms) format that includes 12-week terms in each of two summers. Students will graduate upon completion of the spring semester of Year 3. Clarion's innovative program is cost effective in that it places graduates in the workforce significantly sooner than other bachelor's degree programs thus facilitating earning potential by one full year.

Clarion's proposed program is unique in other important ways as follows:

- The proposed program follows a hybrid model in which all but two upper division courses in Year 3 are offered online. The two courses that are not offered online in Year 3 are clinical practicum and clinical simulation courses.
- As a result of the program's hybrid model and online availability of upper division course work, the proposed program will also serve as a degree completion program that can be offered simultaneously with the standard program meant for traditional on-the-ground students. Respiratory therapists who wish to complete their bachelor's degree online will be permitted to enroll in the proposed program if they are credentialed respiratory therapists who have had a minimum of one year of work experience in a critical care environment. The degree completion feature of the proposed program is highly compelling for following three reasons:
  1. Pennsylvania residents who live in distant communities will be afforded this unique academic opportunity. The proposed program provides viable opportunities to working professionals who seek personal and career advancement through attainment of higher academic degrees but who may be constrained by the demands of work, family responsibilities, and geographical distance.
  2. Available seats in upper division online courses that are not filled by traditional on-the-ground students will be filled by online degree completion students thus supporting university enrollment efforts.
  3. Seasoned respiratory therapists enrolled in the degree completion option will be in the same online learning environment as traditional students who will soon be entering the workforce. The mix of seasoned practicing clinicians, soon-to-be graduating students, and Clarion University faculty will facilitate exchange of meaningful and relevant respiratory care knowledge, information, and experiences. These dynamics will result in unparalleled in-depth learning opportunities that are rich in meaning and relevance.
- Clarion University currently has formal contractual agreements with 13 health care organizations in a 105-mile radius of Oil City for the current associate degree respiratory care program. These organizations are critical to the education and success of students. The director of clinical education of Clarion's associate degree respiratory care program has been in discussion with clinical sites that currently partner with Clarion for the associate degree program. Robust interest and commitment have been articulated by key personnel at the clinical sites relative to hosting students in the proposed bachelor's degree program. And, additional clinical sites are actively being recruited and are currently engaged in the contract process with Clarion.

- Whereas other respiratory care educational programs typically assign students to new clinical practicum sites every semester, Clarion's proposed program will employ a unique "home" clinical site model. Students will be assigned a "home" clinical site for the duration of the three-year program. Students will spend the majority of their time at their home clinical site except to complete occasional "specialty" rotations in other health care organizations. This unique integrated clinical model has been successfully used in Clarion's current associate degree respiratory care program and is reported as being favorable to both clinical sites and students. The unique home site model lends consistency and continuity to the clinical learning process of students and results in a higher degree of clinical competency.
- The proposed program will have use of the state-of-the-art skills and simulation laboratory at Venango Campus.

### **Sustainable Needs Analysis (includes market data tied primarily to Commonwealth needs and regional and state data)**

The need for the proposed Bachelor of Science degree in respiratory care is strongly supported by market data tied to occupational needs in the Commonwealth of Pennsylvania. Graduates of the proposed program will be prepared to function not only as respiratory care clinicians, but they will also be viable candidates for other positions including health care administrators, health educators, and medical equipment and supplies sales representatives. Three of these four occupations - respiratory care clinicians, health educators, and medical equipment and supplies sales representatives – are included on the statewide and regional 2016-2017 High Priority Occupations Lists published by the Pennsylvania's Center for Workforce Information and Analysis (CWIA, 2016). High priority occupations are those that are “in demand by employers, have higher skill needs and are most likely to provide family sustaining wages” (CWIA, 2016).

**Demand for respiratory therapists.** Nationally, the demand for respiratory therapists is projected to “grow by 12% between 2014 and 2024, faster than the average for all occupations” (U.S. DOL, BLS, 2016). At the state level, data support the need for respiratory care practitioners in Pennsylvania. Respiratory therapists are included on the state’s Northwest and Southwest Workforce Development Areas’ 2016 High Priority Occupations Lists. Regionally, the need for respiratory therapists from 2012 through 2022 is projected to increase 18.8% in Pennsylvania’s northwest corridor and 14.3% in the southwest corridor (CWIA, 2016).

An October 9, 2016 review of the job site *Indeed.com* showed 68 postings for respiratory therapists in the state of Pennsylvania in a two-week time period. Of this number, nine postings were for positions in health care organizations in local and regional markets. In Pennsylvania from 2010 to 2014, an average of 254 students graduated annually from associate degree respiratory care programs and an average of 40.4 students graduated annually from bachelor’s degree respiratory care programs (CoARC, 2016b). These data suggests that the annual number of respiratory care graduates in Pennsylvania likely does not meet market demand.

**Salaries for respiratory therapists.** Annual salaries for respiratory therapists at the state level in Pennsylvania are also above the national average. According to the U.S. Department of Labor, Bureau of Labor Statistics (2016), the 2015 national median annual wage for respiratory therapists was \$57,790. The annual salary for respiratory therapists in Pennsylvania was reported as \$58,199 (“industry cluster salary”) at the associate degree level (CWIA, 2016). Regionally, the 2015 annual average salary of respiratory therapists in the northwest and southwest corridors of Pennsylvania was \$49,600 and \$53,640 respectively (CWIA, 2016).

**Demand and salary for bachelor's-prepared respiratory therapists as clinical product specialists and medical equipment sale representatives.** Bachelor's-prepared respiratory therapists will be qualified to assume positions as clinical product specialists/trainers or medical equipment and supplies sales representatives. These individuals apply their clinical knowledge to drive utilization of new technologies for respiratory care and/or train medical staff in product use and clinical application. Both health educators/trainers and medical sales representatives are also identified as high priority occupations on Pennsylvania's statewide and regional 2016 High Priority Occupations Lists (Center for Workforce Information and Analysis [CWIA], 2016).

The CWIA (2016) reports favorable data for health educators/trainers. Demand for this occupation is projected to grow 13% from 2014 to 2024 - faster than the average for all occupations (US DOL, BLS, 2016). Demand for health educators/trainers will be increasingly greater in the northern corridor of Pennsylvania with a projected rise in demand of 14.3% from 2012 to 2022 (CWIA, 2016). A statewide "industry cluster wage" of \$55,996 was reported for health educators/trainers (CWIA, 2016). At the regional level, the Northwest Workforce Development Area identifies an annual salary of \$52,320 while the Southwest Workforce Development Area identifies an annual salary of \$57,010. At the national level, the average annual salary for health educators/trainers in 2015 was \$56,690. Nationally, the average annual salary for health educators/trainers in 2015 was \$76,190.

Employment opportunities are also promising for program graduates who seek positions as medical equipment and supplies sales representatives in terms of demand and salary at national, state, and local levels. Statewide, an "industry cluster wage" of \$103,625 was reported for this occupation (CWIA, 2016). In the northwest and southwest regions of Pennsylvania, reported annual salary is lower than statewide annual salary, but is still attractive. For the Northwest Workforce Development Area, the 2015 annual average salary is reported as \$76,740 with a projected increase in demand through 2022 of 4.5%. For the Southwest Workforce Development Area, the 2015 annual average salary is reported as \$67,030 with a projected increase in demand through 2022 of 4.3% (CWIA, 2016). CIWA (2016) projects a rise in demand of 14.3% from 2012 to 2022 in the northern corridor of Pennsylvania.

## **Profession, Labor, and Employment Trends**

Respiratory therapists provide care for patients with heart and lung problems and treat individuals who have asthma, chronic bronchitis, emphysema, cystic fibrosis and sleep apnea as well as those experiencing heart attack or stroke (US DOL, BLS, 2009). Respiratory therapists perform diagnostic tests for lung capacity, administer breathing treatments, record patient progress and consult with physicians and surgeons on patient care plans. The aging population of the United States will result in increased career opportunities for respiratory therapists (US DOL, BLS, 2016).

As health care delivery systems continuously evolve, the "extent and complexity of skills required of graduates of respiratory care programs" increases (CoARC, 2016a). A larger number of respiratory therapists with advanced degrees will be needed "to serve as educators, researchers, managers, clinical specialists, and in other roles" (CoARC, 2016a). Consequently, respiratory care educational programs must support clinical and professional competency needs of the profession by offering academic programs that provide preparation beyond the associate degree.

The U.S. Department of Labor, Bureau of Labor Statistics (2016) reported that employment opportunities for respiratory therapists should be very good through 2024, particularly for therapists with cardiopulmonary care abilities or proficiency in caring for infants. Increasing demand for respiratory therapists will occur because of growth in middle-aged and elderly populations which will, in turn, will increase the incidence of cardiopulmonary disease. Additionally, innovations in the

development of new inhalable medications and treatments of lung transplant patients, heart attack and accident victims, and premature infants will boost the demand for respiratory therapists (U.S. DOL, 2009).

The scope of practice for respiratory therapists has grown primarily because of advances in medical science and technology. New subspecialty areas in pulmonary and sleep diagnostics, neonatal/pediatric or adult intensive care, rehabilitation, and home care have also emerged and have expanded the scope of practice for respiratory therapists. In addition to working in hospital settings, respiratory therapists may also find employment in clinical trials research, asthma education, private business, health administration, education, management, and medical sales. Moreover, respiratory therapists with advanced degrees may assume roles as anesthesia assistants, perfusionists, or pursue admission to medical school (U.S. DOL, 2009).

### **Demand for the Program Among Current and Prospective Students**

Student demand for Clarion's proposed bachelor's degree program will be supported by the favorable job outlook for respiratory therapists and the respiratory care profession's focus on the importance of advanced academic degrees. Two of the most prominent and highly influential respiratory care professional bodies - the American Association for Respiratory Care (AARC) and the Commission on Accreditation for Respiratory Care (CoARC) – have advocated for "movement of the profession toward baccalaureate and graduate degrees" (CoARC, 2016a; AARC, 2016). With strong focus on the importance of advanced academic degrees for the purpose of remaining relevant in the field of health care, respiratory care professionals, educators, mentors, and other role models are likely to advise prospective students to enroll in bachelor's degree respiratory care programs.

The three-year format of the proposed program will also be of interest to prospective students because it is cost effective. Educational costs of the proposed three-year bachelor's degree program at Clarion University will be less than those of surrounding private institutions. Based on 2016 pricing, estimated tuition cost for Pennsylvania residents in the proposed program (120 credits) at Clarion is \$28,770 compared to tuition for Gannon University's 4-year respiratory care program that, in 2016, was in excess of \$124,280. Moreover, motivated, focused students will be attracted to the three-year format of Clarion's proposed program because it will place them in the workforce significantly sooner than other typical four-year bachelor's degree programs and will expedite their earning potential by one full year.

### **Enrollment Projections and Student Clientele to be Served (includes current retention rate for university, college, or department for enrollment determined in years out)**

The following table identifies five-year enrollment projections for the proposed bachelor's degree program. Clarion University's attrition for all students is 22%; however, historic attrition in health care programs at Clarion such as medical imaging sciences, nursing, and respiratory care (associate degree) is approximately 30%. Consequently, 30% attrition is used in the following enrollment projection model.

Status	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
<b>Full-time, traditional</b>	18*	18	22	22	25
<b>Part-time, degree completion</b>		10**	15	20	25
<b>Totals</b>	18	28	37	42	50

**Notes and Assumptions:**

Calculations are based on a three-year program (six 15-week semesters and 12-week terms in two summers).

\*This number is based on the typical number of students who enroll each fall semester in Clarion's associate degree respiratory care program.

This projection model assumes 12 new full-time traditional students each year. While the program may be completed part-time in the first two semesters, traditional respiratory care students historically enroll full-time. Additionally, following completion of the freshman year in May, respiratory care majors must be full-time students. Consequently, part-time enrollment projections were not calculated for traditional students.

Clarion's health care programs historically have approximately 30% attrition. This rate of attrition is calculated only in Year 2 of each incoming cohort of traditional BS.

\*\*This assumes 10 new degree completion students starting in Year 2. Calculation of degree completion enrollment is based on current enrollment of respiratory care professionals in Clarion University's online Bachelor of Science in Allied Health Leadership degree program.

Projection of degree completion enrollment also assumes that degree completers will take two years to finish. Since upper division respiratory care courses will not be offered until Year 3, degree completion students are not accounted for until Year 2.

Degree completion projected enrollment is conservative and is therefore not assessed attrition.

Effective marketing strategies are expected to increase the number of majors each semester beyond what is projected, but consideration must be given to the expected clinical capacity of the proposed bachelor's degree program which is 18 to 25. Clarion's respiratory care faculty continuously seek additional clinical practicum partnerships and have recently been successful in engaging West Penn Allegheny Health System in meaningful discussion about serving as a respiratory care clinical site.

Clinical capacity in the proposed program is not a concern for degree completion students since these students will already be credentialed professionals and will complete additional clinical practicum rotations.

## Capacity Analysis

The following universities in Pennsylvania's State System of Higher Education offer respiratory care programs:

University	Program name
Indiana	BS, Respiratory Care
Mansfield	AAS, Respiratory Therapy
Millersville	BS, Biology and BA, Allied Health Technologies with concentrations in Respiratory Therapy
West Chester	BS, Health Science with a concentration in Respiratory Care

Respiratory therapy is a "high priority occupation" in the Commonwealth of Pennsylvania in both statewide and regional markets (CWIA, 2016). The United States Department of Labor, Bureau of Labor Statistics (2016) predicts a 12% growth projection for respiratory therapists through 2024. The

Pittsburgh area, from which Clarion draws a significant number of students, is expected to experience an 11% growth in the need for respiratory therapists from 2014-2020 (EMSI Analyst, 2017).

To assess capacity of respiratory care programs at State System universities in relationship to occupational demand, data on respiratory care degrees conferred from 2011 through 2015 were collected from fact books for Mansfield, Millersville, and West Chester and EMSI Analyst data were used for IUP. Results from graduation data indicate that State System universities do not have the capacity to meet the projected demand for respiratory therapists. From 2011 to 2015, Mansfield, Millersville, and West Chester combined to graduate an average of 52.2 respiratory therapy majors per year. The number of total graduates of these three universities increased by 1 from 56 in 2011 to 57 in 2016. IUP graduated an average of 25 students per year during this time period. EMSI Analyst reports there were 205 annual openings in 2016, leaving an annual gap of approximately 123.

An additional analysis was undertaken focusing on all BS respiratory care programs in Pennsylvania and in the Clarion region. EMSI Analyst data indicate that in the Commonwealth of Pennsylvania, there were 113 BS graduates for 193 annual openings for BS prepared respiratory therapists, leaving an annual gap of 80. In the 8 county region surrounding Clarion University, there were 11 BS graduates and 28 annual openings. This analysis looked only at openings for respiratory therapists and did not include openings for positions as clinical product specialists/trainers or medical equipment and supplies sales representatives. In sum, these analyses demonstrate that existing BS respiratory care programs as well as the new bachelor's degree program proposed by Clarion University are needed to help meet high-priority occupational demands of the Commonwealth.

Moreover, given the respiratory care profession's "associated movement toward baccalaureate and graduate degrees" (CoARC, 2016a), increasing the number of bachelor's degree respiratory care programs offered by the State System will ensure that the System's educational program offerings are current and relevant.

## Academic Integrity

### Program/Department Goals (as outlined in the most recent Academic Program Review)

Clarion's associate degree respiratory care program holds programmatic accreditation by an external accrediting agency, the Commission on Accreditation for Respiratory Care (CoARC). The associate degree program received initial CoARC accreditation in 2009 and is due for reaccreditation in 2019. Reaccreditation entails submission of a comprehensive self-study in 2017-2018 and an on-site visit by CoARC accreditation reviewers in 2018. Because of the associate degree program's CoARC accreditation, it has not been necessary, up to this point in time, to complete the State System's Five-Year Academic Program Review.

The goals of the proposed bachelor's degree program are as follows.

1. To prepare leaders in the respiratory care profession who will contribute to improved patient outcomes through utilization of research such as evidence based medicine.
2. To prepare leaders for the growing need of the respiratory care profession in areas of interdisciplinary evidence based medicine, research, education, administration, and graduate studies.

### Student Learning Outcomes for the Program

Student learning outcomes for the proposed bachelor's degree program are as follows.

Students will:

1. Demonstrate leadership as a contributing member of the health care team.
2. Demonstrate ability to apply advanced knowledge of respiratory care practices to complex clinical situations.
3. Demonstrate ability to apply evidence based medicine to clinical practice.

The following table shows alignment of the proposed program's goals and student learning outcomes and when they will be assessed.

Student Learning Outcomes and Assessment Timelines		
Program Goal	Student Learning Outcome The graduate will:	Courses in which Outcome will be Assessed
Goal #1. To prepare leaders in the respiratory profession who will contribute to improved patient outcomes through utilization of research such as evidence based medicine.	1. Demonstrate leadership as a contributing member of the health care team.	AH 401, Spring 3 RESP 404, Fall 3 RESP 421, Spring 3
	2. Demonstrate ability to apply advanced knowledge of respiratory care practices to complex clinical situations.	RESP 301, Fall 2 RESP 402, Summer 2 RESP 420, Summer 2
	3. Demonstrate ability to apply evidence based medicine to clinical practice.	AH 301, Spring 2 RESP 405, Spring 3 RESP 421, Spring 3
Goal #2. To prepare leaders for the growing need of the respiratory care profession in areas of interdisciplinary evidence based medicine, research, education, administration, and graduate studies.	1. Demonstrate leadership as a contributing member of the health care team	AH 401, Spring 3 RESP 404, Fall 3
	2. Demonstrate ability to apply evidence based medicine to clinical practice.	RESP 405, Fall 3 RESP 421, Spring 3

### Curriculum Overview, Degree Requirements, and Academic Map

The curriculum for the proposed program integrates elements of both horizontal and vertical curriculum design. As indicated by the proposed program's academic map, all students complete 48 credits of general education that include course work in human anatomy and physiology, microbiology, basic chemistry, mathematics, medical terminology, and general education electives. General education course work provides students with broadened educational experiences and facilitates the development of quantitative reasoning, information literacy, and written and oral communication skills.

Respiratory care and allied health courses in the curriculum of the proposed program have been purposefully designed and sequenced to facilitate acquisition of knowledge and skills relevant to advanced respiratory care practice. Respiratory care courses have been sequenced so students will first acquire basic respiratory care knowledge and skills by practicing in a laboratory environment. Students will apply their knowledge and skills in real-life respiratory care practice at increasingly higher levels of complexity. Lower division allied health courses will contribute to students' understanding of their discipline, professionalism, and health care organizations and environments.

Upper division respiratory care allied health courses are integrated in Years 2 and 3. Soon-to-be graduating students will receive instruction in leadership, research methodology, and advanced respiratory care theory and clinical concepts including practice of evidence-based medicine.

The proposed bachelor's degree program includes 69 credits in the major (this includes 8 credits of cognate allied health course work). Sixty-nine credits in the major is necessary to align the program's curriculum with required respiratory care competencies identified in the *Accreditation Standards for*

*Entry into Respiratory Care Professional Practice* (CoARC, 2015) and the *National Board of Respiratory Care Therapist Multiple Choice Detailed Content Outline* (NBRC, 2015). Indeed, 69 credits in the major was recommended as an “exemplary curricular model” by Dr. Shawna Strickland, Associate Executive Director of Education of the American Association for Respiratory Care (AARC) to Clarion’s respiratory care faculty.

Sixty-nine credits establishes the level of academic rigor necessary to ensure student mastery of the knowledge and skills required to function as effective, competent respiratory care practitioners in a professional scope of practice that is evolving and expanding. Credits in the major of the proposed bachelor’s degree program emphasize:

- advanced-level respiratory care skills and knowledge;
- leadership development and professionalism;
- knowledge of research methodology and the opportunity to conduct evidence-based medicine in a clinical environment; and
- information literacy concepts including knowledge and skill development in identifying, locating, and evaluating scholarly sources for use in clinical practice and decision making.

Lastly, knowledge and skills that students will learn by completing 69 credits of respiratory care and cognate course work in the proposed bachelor’s degree program support the perspectives of the Commission on Accreditation for Respiratory Care (CoARC) and the American Association of Respiratory Care (AARC). The CoARC and AARC asserted the need for a larger number of respiratory therapists with advanced degrees “to serve as educators, researchers, managers, clinical specialists, and other roles throughout the health care delivery system” (CoARC, 2016a). Sixty-nine credits in the major of the proposed program are necessary so Clarion graduates are equipped to function in the capacities envisioned and articulated by the AARC and CoARC.

## Bachelor of Science in Respiratory Care Curriculum

### Major and major-related courses (69 credits)

Required respiratory care courses	61 credits
Required allied health courses	<u>8 credits</u>
Total	69 credits

### General education courses (48 credits)

Composition, Elementary Applied Statistics,	
Medical Terminology, Math for Health Sciences	12 credits
Physical & Biological Science (Human Anatomy &	9 credits
Physiology 1 & 2, Basic Physical Science: Chemistry)	
Social & Behavioral Science distribution (General Psychology)	9 credits
Arts & Humanities distribution	9 credits
Health & personal performance	3 credits
Gen Education elective (Microbiology and A&P labs)	<u>6 credits</u>
	48 credits

### Free electives

3 credits

### Recommended Electives

- PHIL 301, Biomedical Ethics
- ENG 318, Literature and Medicine
- SOC 318, Sociology of Death and Dying or
- NURS 320, Death and Grief

**Total: 120 credits**

**Bachelor of Science in Respiratory Care – Sample Academic Map (Fall 2018)**

**Year 1**

**FALL 1**

Courses	Hours	Courses	Hours
PHSC 111 (II A)	3	RESP 101	3
BIOL 251 & 261	4	BIOL 252 & 262	4
MATH 117	3	Social & Behavioral Requirement (PSY 211)	3
ENG 111	3	BIOL 260	3
AH 101 (I C)	3	AH 201	2
	16		15

**Summer 1**

RESP 231	3
RESP 201	3
RESP 202	2
RESP 203	2
RESP 121 (CLIN 1)	2
	12

**Year 2**

**Fall 2**

RESP 206	3	RESP 304	4
RESP 301	3	RESP 403	4
RESP 302	1	RESP 320 (CLIN 3)	3
RESP 303	4	AH 301	3
RESP 220 (CLIN 2)	3	Free Elective	3
MATH 221	3		17
	17		

**Summer 2**

RESP 401	2
RESP 402	2
RESP 420 (CLIN 4)	4
Gen Ed Requirement	3
	11

**Year 3**

**Fall 3**

RESP 404 (CLIN SIM)	3	RESP 305	3
RESP 405	2	RESP 306	2
Social & Behavioral Requirement	3	RESP 421 (CLIN 5)	3
Social & Behavioral Requirement	3	AH 401	3
Arts & Hum. Requirement	3	Arts & Hum. Requirement	3
HPE 111	2	Personal Performance	1
	16	Elective	1
			16

**TOTAL: 120 HOURS**

## Course Offerings

### Description of How Courses Support Program Goals and Student Learning Outcomes

The curriculum for the proposed bachelor's degree program is iterative, and content relevant to student learning outcomes is covered in more than one course. Courses are deliberately sequenced so students first acquire basic respiratory care knowledge and skills and then integrate and apply them at increasing levels of complexity. This purposeful integration ensures acquisition of student learning outcomes and also promotes fluency and retention of content.

The table below shows courses in the proposed program that contain information, knowledge and skills relevant to each student learning outcome.

Student Learning Outcomes Courses that Integrate Information Relevant to Outcomes	
Student Learning Outcome <b>The graduate shall:</b>	Courses that Integrate Information Relevant to the Outcome
1. Demonstrate leadership as a contributing member of the health care team.	AH 401, Spring 3 RESP 404, Fall 3 RESP 421, Spring 3
2. Demonstrate ability to apply advanced knowledge of respiratory care practices to complex clinical situations.	RESP 301, Fall 2 RESP 402, Summer 2 RESP 420, Summer 2 RESP 421, Spring 3
3. Demonstrate ability to apply evidence based medicine to clinical practice.	AH 301, Spring 2 RESP 405, Fall 3 RESP 421, Spring 3

### Descriptions of Course Offerings

#### **RESP 101: Introduction to Respiratory Care**

**3 credits**

**Course Description:** This course will introduce the student to basic respiratory care modalities such as medical gas therapy, humidity therapy, aerosol therapy, bronchodilator administration via nebulizer and metered dose inhalers, and incentive spirometry. Basic care topics will be related to patients with chronic obstructive pulmonary disease and asthma. Concepts will be examined in the classroom while practical demonstration and clinical simulation will take place in the laboratory. Students must document and submit all pre-clinical requirements (as stated in the Respiratory Care Handbook), including BLS Health care provider CPR certification by January 21st of the semester in which the course is taught. **Prerequisite:** Respiratory Therapy major

Upon completion of the course, the students will be able to:

1. recognize and/or identify physical principles associated with the function of respiratory care equipment;
2. discuss and perform methods of safely administering medical gas therapy;
3. compare the function of various available medical gas and oxygen delivery systems;
4. describe the administration of humidity and aerosol therapy in patient care;
5. compare and contrast chronic bronchitis, emphysema, and asthma;

6. present the use of various pharmacological agents administered to the COPD patient;
7. discuss, demonstrate and recognize appropriate infection control procedures;
8. perform basic respiratory floor modalities;
9. present the rationale and method for incentive spirometry;
10. demonstrate American Heart Association BLS protocols during CPR; and
11. demonstrate proper methods for obtaining vital signs and bedside assessment skills.

**RESP 121: Clinical Application of Respiratory Care I** **2 credits**

**Course Description:** Students learn to perform chart reviews, patient interviews, basic patient assessment, and patient treatment with modes of care including oxygen therapy, humidity, and aerosol therapies with bronchodilators, bronchial hygiene, and hyperinflation therapy. An introduction to arterial blood gas sampling and analysis is provided.

**Prerequisites:** RESP 101. **Corequisite:** RESP 231

Upon completion of the course, the students will be able to:

1. practice and perfect those procedures learned in earlier clinical rotations;
2. demonstrate competence in all clinical procedures following the directions of the clinical instructor; and
3. demonstrate competency in equipment handling, patient preparation, patient assessment, therapy administration, and documentation.

**RESP 231: Intermediate Respiratory Care** **3 credits**

**Course Description:** Introduces basic principles of bronchial hygiene therapy and lung hyper-expansion therapy such as incentive spirometry, IPPB, and PEP therapy. Additionally, the course introduces other techniques in patient assessment including assessing breath sounds, ECG, and chest radiography. Management of the airway is presented including coughing techniques, suctioning of the upper airway, and use of artificial airways. Arterial blood gas interpretation is included. **Prerequisite:** RESP 101

Upon completion of the course, the students will be able to:

1. discuss the basic principles of bronchial hygiene therapy,
2. differentiate between IPPB and PEP therapy,
3. describe the appropriate procedures for patient assessment including assessing breath sounds, ECG, and chest radiography,
4. explain how to properly suction the upper airway,
5. demonstrate the use of artificial airways,
6. interpret arterial blood gas values, and
7. explain how to properly manage a patient's airway.

**RESP 201: Cardiopulmonary Anatomy & Physiology** **3 credits**

**Course Description:** Students learn anatomy, physiology, and mechanics of the cardiopulmonary system. The course demonstrates the application of physiological principles in the practice of respiratory care and includes such concepts as acid-base balance, oxygen transport and utilization, electrolyte interpretation, and an introduction to techniques in measuring basic hemodynamic and pulmonary function. **Prerequisite:** BIOL 252

Upon completion of the course, the students will be able to:

1. demonstrate an understanding of the anatomy and physiology of the cardiopulmonary system,

2. explain the role of blood gases in acid-base balance within the arterial blood,
3. describe the various methods of oxygen transport in the blood,
4. discuss the role of electrolytes in respiratory control,
5. explain the various lung volumes and capacities and describe how they are measured,
6. describe how pulmonary function is assessed, and
7. discuss the techniques used to measure basic hemodynamic function.

**RESP 202: Cardiopulmonary Pathophysiology** 2 credits  
**Course Description:** Students learn to examine pulmonary pathologic disorders for each age group (neonate, child, adult, elderly adult). Each disorder reviewed includes a discussion of related medical history, pathophysiology of the disorder, physical findings, lab data, arterial blood gases, pulmonary function studies, chest radiography results, and cardiovascular findings. Recommended therapies and prognoses are included. **Prerequisite:** RESP 101. **Corequisite:** RESP 201

Upon completion of the course, the students will be able to:

1. discuss and recognize normal and abnormal diagnostic criteria as related to specific disease states and disorder;
2. describe the anatomical and pathophysiological traits, characteristics and abnormalities as related to specific disease states and disorders; and
3. recognize and recommend appropriate assessments, recommendations, interventions and therapeutics as applicable to specific disease states and disorders.

**RESP 203: Cardiopulmonary Pharmacology** 2 credits  
**Course Description:** Students learn to examine common pharmacological agents used in treatment of the cardiopulmonary system. The course includes respiratory drugs such as mucolytics, bronchodilators, anti-inflammatory agents, inhaled anti-microbials, and surfactant-acting agents. It also provides an introduction to general antibiotic therapy and basic cardiovascular medications. **Prerequisites:** RESP 101, PHSC 111. **Corequisite:** RESP 201 and 231

Upon completion of the course, the students will be able to:

4. discuss and describe pharmacologic principles, drug classifications and related nervous system response criteria as related to specific pharmacotherapies;
5. identify different pharmacologic classes and cardiopulmonary drugs in each class, recognizing mode of action, indications, contraindications, expected side effects, as well as, potential risks and hazards, and predicted outcome as related to specific disease states and disorders; and
6. recognize and recommend appropriate cardiopulmonary, pharmacologic recommendations, calculate correct dosage administration and alternative pharmacologic therapeutics, including medical gas therapy, as applicable to specific disease states, disorders and interventions.

**RESP 206: Selected Topics in Respiratory Care** 3 credits  
**Course Description:** This course is intended to introduce students to the care of patients in all age groups with chronic pulmonary disorders such as oxygen-dependent and ventilator-dependent individuals. The delivery of respiratory care in long term acute care and non-acute care facilities will be included. Students will examine programs of cardiopulmonary rehabilitation. Sleep study facilities, sleep apnea testing, and care of patients with a sleep disorder will also be reviewed.

Other topics may include, but are not limited to; evidence-based medicine and research, patient education, smoking cessation, geriatric respiratory care, advanced monitoring, the interactions of nutrition and respiration, and the role of the respiratory therapist in disaster medicine.

**Prerequisites:** RESP 231,202,203. **Corequisites:** RESP 301, 303

Upon completion of the course, the students will be able to:

1. discuss and recognize patients with respiratory disorders and disease states that require chronic disease management, alternative settings and the specific needs, durable medical equipment;
2. assess the performance of and trouble shoot problems with the interventions recommended for these populations;
3. locate appropriate, trustworthy, reliable scientific evidence as it relates to respiratory care, assessment, diagnostics, therapeutics, outcomes, and equipment used in various settings;
4. discuss how the scientific evidence guides professional practice; and
5. identify a variety of respiratory careers available to licensed respiratory therapists.

**RESP 220: Clinical Application of Respiratory Care II**

**3 credits**

**Course Description:** During this clinical course students will continue to refine respiratory care techniques in the acute care setting. Emphasis will be placed on time management, critical thinking, and communication as part of the health care team. Students will also begin to apply critical care skills including techniques in non-invasive ventilation. Specialty Clinical rotations will also be provided during this semester which may include but not limited to: Home Care, EKG, PFTs, and Hyperbaric Therapy.

**Prerequisites:** RESP 121, 231, 202,203. **Corequisites:** RESP 301, 303

Upon completion of the course, the students will be able to:

1. obtain and interpret clinical information including: clinical data gathered at the patient's bedside, clinical data from lab tests and special procedures, radiologic examination, and cardiovascular examination;
2. review a chest radiograph to determine: quality of image, position of artificial airway, presence of pneumothorax, subcutaneous emphysema, other extrapulmonary air, consolidation and/or atelectasis, pulmonary infiltrates, position of chest tube, feeding tube, pulmonary artery catheter, pacemaker, other catheters, foreign bodies, position of or change in hemidiaphragms, hyperinflation, pleural fluid, pulmonary edema, mediastinal shift, patency, and size of major airways;
3. review radiographic images;
4. assist with procedures for airway management such as nasotracheal suctioning, and tracheostomy tube maintenance and suctioning;
5. secure an airway, ensure adequate humidification to an airway, minimize potential for nosocomial infection;
6. recognize hazards and complications of airway management and take appropriate action;
7. recommend changes in suction catheter size as appropriate;
8. select equipment and demonstrate bag-mask ventilation techniques;
9. troubleshoot equipment-related problems for devices used in airway management and manual ventilation;
10. demonstrate arterial blood sampling and analysis;
11. interpret an arterial blood gas result for acid-base and oxygenation status;

12. assist with the performance of quality assurance and maintenance on an arterial blood gas analyzer;
13. assist with an extubate and post-extubation management and evaluation;
14. assemble a ventilator circuit and perform pretesting of the circuit;
15. select a ventilator and perform pretesting of the mechanical ventilator for invasive or non-invasive use;
16. initiate nasal/mask ventilation or invasive ventilation on a patient;
17. recommend and select initial ventilator settings; and
18. select assemble, pre-test, and adjust a CPAP device for patient use.

**RESP 301: Advanced Respiratory Care****3 credits**

**Course Description:** This course will include an in-depth study of ethical and legal implications of practice in respiratory care. It will also include advanced clinical assessment skills, artificial airways and tracheotomies, interpretation of chest x-rays, further study of ABG interpretation, analyzers, arterial catheters, and capillary blood gases. It will also include the study of pulmonary function testing techniques, bronchoscopy, thoracentesis, VATS (video assisted thoracic surgery), and chest tubes. Additional concepts may include EKG or ECG basics and performance knowledge. The class will culminate with each student presenting an in-depth case study. **Prerequisite:** RESP 231, 201, 202

Upon completion of the course, the students will be able to:

1. discuss and recognize normal and abnormal diagnostic criteria as related to specific therapies and skills to function as an advanced respiratory therapist;
2. describe the anatomical and pathophysiological traits, symptoms, and patient responses as they relate to preparation, performance, and assessment of advanced respiratory-related therapeutic interventions; and
3. recognize, recommend, and demonstrate complete mastery of appropriate assessments, recommendations, interventions, and therapeutics as applicable to the indications, contraindications, risks and hazards, as well as the relation of such to specific disease states and disorders.

**RESP 302: Pulmonary Function Testing****1 credit**

**Course Description:** This course is designed to instruct the student about the theory and clinical application of pulmonary function testing. Students will gain practical experience with essential technical aspects for performing PFT calibration, maneuvers, and testing. The course reviews the pathophysiology of obstructive and restrictive impairments and emphasizes correct performance of spirometry. Emphasis will be placed on interpretation, troubleshooting and quality assurance. **Prerequisite:** RESP 201, 202

Upon completion of the course, the students will be able to:

1. List the indications for specific pulmonary function tests. (method of assessment homework and exams)
2. Identify the diseases that require pulmonary function assessment. (Method of assessment: homework and exams)
3. Describe and perform the basic pulmonary function tests (Method of assessment return demonstrations and case studies)
4. Interpret pulmonary function studies. (Method of assessment: homework, case studies and exams)
5. List appropriate reference values, quality control standards (Method of assessment: homework, exams)

6. Describe technician's role in quality, and report generation (methods of assessment: homework, return demonstration)
7. Recognize and solve technical errors (Method of assessment: return demonstration, case studies, exams)

**RESP 303: Mechanical Ventilation & Critical Care I****4 credits**

**Course Description:** Students learn to initiate mechanical ventilation of the critically ill patient, including indications for noninvasive mechanical ventilation and invasive mechanical ventilation. Initial ventilator settings based on patient size (neonatal, pediatric, and adult) and diagnosis are reviewed. The course provides an introduction to mechanical ventilators and their function.

**Prerequisites:** RESP 231, 201, 202, 203. **Corequisites:** RESP 206, 301.

Upon completion of the course, the students will be able to:

1. explain the basic terms and concepts of mechanical ventilation,
2. describe how mechanical ventilators work,
3. explain how a mechanical ventilation breath is delivered,
4. discuss the indications for mechanical ventilation,
5. analyze how to select a ventilator and ventilation mode,
6. explain how to select initial ventilator settings,
7. discuss final considerations in ventilator setup,
8. perform an initial setup for a mechanically ventilated patient,
9. explain the basic concepts of noninvasive positive pressure ventilation, and
10. identify graphic displays of a ventilator.

**RESP 304: Neonatal & Pediatric Respiratory Care + NRP****4 credits**

**Course Description:** This course will emphasize care of the premature infant, newborn, and child. A review of the basic forms of therapy for these age groups will be conducted. Both non-invasive and invasive forms of support and ventilator management for neonatal and pediatric patients will be included. Students will learn advanced cardiac life support techniques for neonatal and pediatric patients. They will examine appropriate responses to emergency situations of cardiopulmonary collapse for newborns and pediatric groups. Additional techniques such as nitric oxide, extracorporeal membrane oxygenation and high frequency oscillation of the infant will be presented. **Prerequisite:** RESP 301, 303

Upon completion of the course, the students will be able to:

1. demonstrate an understanding of the stages of fetal lung development;
2. review fetal gas exchange and circulation;
3. explain methods of antenatal assessment and high-risk delivery;
4. describe methods of neonatal assessment, resuscitation, and stabilization;
5. discuss methods of examination and assessment of the neonatal/pediatric patient;
6. describe methods of non-invasive monitoring in neonatal and pediatric care;
7. explain methods of mechanical ventilation for neonatal and pediatric patients;
8. discuss the use of various gas mixtures in the neonatal and pediatric patient;
9. recognize the use of extracorporeal life support (ECLS); distinguish between various methods of pediatric advanced life support (PALS);
10. present the use of surfactant replacement therapy in newborns;
11. identify surgical disorders in childhood that affect respiratory care;
12. recognize the diagnosis and treatment of shock and anaphylaxis;
13. discuss head injuries and cerebral disorders in the neonatal/pediatric patient; and
14. present information on congenital heart defects in the neonate or pediatric patient.

<b>RESP 305: Advanced Clinical Concepts</b>	<b>3 credits</b>
<b>Course Description:</b> Summative course provides an overview of all respiratory care procedures presented in the program. Students are given the opportunity to evaluate their understanding of key concepts and review areas needing additional study. The course provides an opportunity to focus on a particular area of interest and includes review for the NBRC entry-level examination. <b>Prerequisites:</b> RESP 206, 301, 303, 403. <b>Corequisite:</b> RESP 306	

Upon completion of the course, the students will be able to:

1. demonstrate an understanding of the theory and application of respiratory care procedures, and
2. discuss strategies for taking the NBRC examination.

<b>RESP 306: Case Studies – Clinical Simulations</b>	<b>2 credits</b>
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**Course Description:** This course will review patient cases using a case study or clinical simulation approach. The student will review how to gather appropriate data, critically analyze data and recommend patient treatment modalities, evaluate the patient' response to treatment and make appropriate adjustments. **Prerequisites:** RESP 206, 301, 303, 403. **Corequisite:** RESP 305

At the conclusion of the course, students will be able to:

1. select appropriate patient evaluation strategies, examine data and results of tests and recommend appropriate therapy;
2. evaluate a patient's response to therapy using appropriate monitoring techniques and make correct adjustments;
3. determine causes of equipment malfunction and take corrective action; and
4. determine the presence of an adverse response or side effect of a treatment or therapy and take corrective action.

<b>RESP 320: Clinical Application of Respiratory Care III</b>	<b>3 credits</b>
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**Course Description:** During this clinical course, students will gain additional practice in the critical care unit, including those techniques previously demonstrated and new techniques in critical care monitoring and management. Students will apply concepts of invasive and non-invasive mechanical ventilation while managing critical care patients under preceptor supervision. Time management, critical thinking and healthcare team communication skills will be refined. **Prerequisite:** RESP 220

Upon completion of the course, the students will be able to:

1. continue to practice those procedures learned in earlier clinical rotations;
2. demonstrate more efficient time management techniques while performing typical respiratory care procedures;
3. document patient management;
4. monitor workload assignments;
5. communicate results of therapy and alter therapy per protocol(s);
6. perform pulmonary function testing;
7. evaluate results of pulmonary function tests;
8. monitor patients in the critical care environment using pulse oximetry, capnography, and transcutaneous gas monitoring;
9. observe hemodynamic monitoring in the ICU;

10. participate in calibration, troubleshooting, and quality assurance programs for arterial blood gas analyzers, and co-oximeters;
11. perform a 12-lead ECG procedure with a patient;
12. observe results of a 12-lead ECGs;
13. assist a physician in the performance of a fiberoptic bronchoscopy, chest tube insertion/thoracentesis, exercise testing, tracheostomy, and cardioversion;
14. clean and disinfect equipment used for fiber optic bronchoscopy and pulmonary function testing as opportunities are presented;
15. perform tracheostomy care;
16. participate in endotracheal intubation of a patient;
17. evaluate the function of a pleural drainage system; and
18. observe and participate in respiratory care of the newborn in the ICU.

**RESP 401: Advanced Life Support & Case Studies****2 credits**

**Course Description:** Students learn advanced cardiac life support (ACLS) techniques for adult patients and examine appropriate responses to emergency situations of cardiopulmonary collapse. Students also examine various patient cases related to emergency life support.

**Prerequisites:** RESP 301, 303, 304, and 403

Upon completion of the course, the students will be able to:

1. recognize commonly seen cardiac dysrhythmias,
2. describe the appropriate responses to emergency situations of cardiopulmonary collapse,
3. demonstrate competence in the skills used for advanced cardiac life support,
4. describe the treatment of commonly seen cardiac dysrhythmias, and
5. recognize the most commonly seen types of myocardial infarctions.

**RESP 402: Advanced Pathophysiology for Respiratory Care****2 credits**

**Course Description:** This course will prepare the graduate therapist to assist the physician in the diagnosis and treatment of medical-surgical disorders that directly or indirectly affect the cardiopulmonary system. The student will utilize evidence based medicine and critical thinking skills along with interpretation of laboratory, medical imaging and cardiopulmonary test results throughout this course. **Prerequisite:** RESP 202, 302, and 403

Upon completion of the course, the students will be able to:

1. differentiate among various cardiopulmonary and non-cardiopulmonary disease processes
2. recommend appropriate diagnostic testing
3. recommend appropriate interventions
4. interpret advanced laboratory, medical imaging and cardiopulmonary test results
5. implement proper treatment plan based on appropriate diagnosis
6. evaluate outcomes of recommended interventions

**RESP 403: Mechanical Ventilation & Critical Care II****4 credits**

**Course Description:** Students continue to learn management of critically ill patients who require ventilation support, including how to appropriate ventilation adjustments based on assessment of patient-ventilation interaction and pathophysiology. Students learn how to recognize complications of mechanical ventilation through ventilator waveform analysis and

patient assessment. Students learn to identify readiness for ventilator discontinuation. Alternative techniques such as high frequency, nitric oxide therapy, and unilateral ventilation are presented. **Prerequisite:** RESP 303

Upon completion of the course, the students will be able to:

1. identify graphic displays of a ventilator,
2. describe how noninvasive and hemodynamic monitoring is used to assess patients while on mechanical ventilation,
3. explain how to manage the ventilator to improve oxygenation and ventilation,
4. describe how mechanical ventilation affects the pulmonary, cardiovascular, cerebral, and renal systems,
5. discuss methods of troubleshooting and problem solving ventilators, and
6. describe methods of weaning and discontinuation of mechanical ventilation.

**RESP 404: Simulations in Respiratory Care** **3 credits**

**Course Description:** This course provides students real life hands-on experience with leading-edge simulation mannequins. Working through a variety of clinical patient scenarios, the students will gather and interpret information, make decisions and critically think their way through the patient management process. Debriefing and self-evaluation are an integral component of this course. **Prerequisites:** RESP 402

Upon completion of the course, the students will be able to:

1. perform proper patient assessment
2. apply appropriate treatment algorithms
3. evaluate patient response to treatment algorithms
4. participate as member of health care team
5. gain self-confidence

**RESP 405: Research and Evidence Based Medicine in Respiratory Care** **2 credits**

**Course Description:** Introduction to the fundamentals of research related to the profession of respiratory care. The course is designed to enhance communication skills of undergraduate respiratory therapy students for the purpose of writing and presenting research related to respiratory care. **Prerequisite:** Senior status or permission of instructor.

Upon completion of the course, the students will be able to:

1. demonstrate an understanding of the fundamental of research in respiratory care;
2. explain how to design, conduct, and interpret basic research; and
3. exhibit competency in writing, speaking, and information literacy.

**RESP 420: Clinical Application of Respiratory Care IV** **4 credits**

**Course Description:** This clinical rotation will provide students with experience in neonatal, pediatric and adult critical care units. Emphasis will be placed on continuing to improve management of respiratory patients in all hospital settings. Time management, critical thinking and healthcare team communication skills will be solidified. **Prerequisite:** RESP 320

Upon completion of the course, the students will be able to:

1. Student will demonstrate competency in equipment handling, quality control and infection control (assessed through data arc log and competencies, preceptor clinical affective evaluation, observation by Director of Clinical Education)

2. Student will demonstrate competency in patient preparation (assessed through data arc log and competencies, preceptor clinical affective evaluation, observation by Director of Clinical)
3. Student will demonstrate competency in patient assessment (assessed through data arc log and competencies, preceptor clinical affective evaluation)
4. Student will demonstrate competency in therapy administration (assessed through data arc log and competencies, preceptor clinical affective evaluation)
5. Student will demonstrate competency in health care documentation (assessed through data arc log and competencies, preceptor clinical affective evaluation)

**RESP 421: Clinical Application of Respiratory Care V** **3 credits**

**Course Description:** This capstone clinical course is designed to provide students unique exposures in the areas of leadership, quality improvement and case management. With the approval of the Director of Clinical Education, students will be able to further explore a particular area of interest including but not limited to one of the areas listed above. In addition, students will refine their technical performance, organizational and communication skills and demonstrate interdisciplinary team involvement. Students will also deliver an evidence-based medicine presentation that was developed in RESP 405. **Prerequisites:** RESP 405, RESP 420

Upon completion of the course, the students will be able to:

1. Demonstrate utilization of evidence-based medicine to respiratory practice (assessed through evidence-based presentation)
2. Identify the responsibilities, knowledge and skills required to transition a respiratory therapist into a more diverse role within the healthcare setting (assessed through writing assignments, journals)
3. Advance knowledge and skills in one specific area of clinical interest (assessed through daily logs, writing assignments)
4. Identify student readiness to transition to professional staff therapist (assessed through mock employer survey, affective clinical evaluations)

**AH 201 Introduction to the Health Care Environment** **2 credits**

**Course Description:** This course will familiarize students with health care organizations, the health care system, and the clinical environment in relationship to the student's role as a future health care practitioner. Topics will include the structure, organization, and function of hospital systems and staff, documentation and medical records; professional development and professionalism; the role and function of professional societies and membership; safety and emergency response; body mechanics; HIPAA; infection control; communication in the health care environment in relation to the continuum of care; ethical and legal responsibilities of health care practitioners; current trends in health care; and employment opportunities for health care professionals. **Prerequisites:** None

Upon completion of the course, the students will be able to:

1. Explain the basic structure and organization of the health care organization, the health care system, and the clinical environment in relationship to their role as a future health care practitioner;
2. Compare and contrast the role of staff and personnel in the health care organization, their interrelatedness, and effects on continuity of patient care;
3. Describe proper methods of medical documentation and medical records;
4. Discuss professional development and the concept of professionalism and its impact on patient care;

5. Identify professional societies for health professions and the benefits of membership to the profession at large and to the individual;
6. Demonstrate proper safety and emergency response procedures;
7. Explain and demonstrate the importance of practicing proper body mechanics and how they relate to injury prevention;
8. Discuss the health care professional's responsibility to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and its impact on the preservation of patients' rights to privacy;
9. Explain and demonstrate the importance of infection control practices in maintaining the safety of the health care worker, patients, and others;
10. Discuss and demonstrate elements that constitute effective communication in health care and explain its importance;
11. Discuss the legal and ethical responsibilities of health care practitioners;
12. Describe current trends in health care and expected future developments; and
13. Identify current and future employment opportunities in health care and discuss basic strategies for positioning themselves for career advancement.

**AH 301: Research Methods for Health Sciences**

**3 credits**

**Course Description:** Develops in students a working knowledge of research methods necessary to create new health and medical science knowledge. Teaches students a systematic and principled way of locating and evaluating health and medical scientific publications and empirical evidence in support of effective clinical practice and professional decision making.

**Prerequisites:** MATH 221 and ENG 111.

Upon completion of the course, the students will be able to:

1. discuss the basic characteristics of the scientific method;
2. describe the basic considerations for preparing a research proposal;
3. explain various research designs and outline their applications for conducting research;
4. discuss methods for analyzing data;
5. identify statistical tests for hypothesis testing; and
6. describe the guidelines for appraising and reporting research findings.

**AH 401: Allied Health Leadership Capstone Course**

**3 credits**

**Course Description:** Exploration and execution of health care leadership and management concepts and health care practices in relation to health care clinical environments. Students will apply knowledge and skills acquired in their college and clinical experiences to reflect on "real world" health care leadership situations and challenges that will inform their effective functioning as entry-level health care leaders. Students will use new knowledge of health care leadership to formulate a personal leadership plan that will serve as a guide in their ongoing personal and professional development. **Prerequisites and Co-reqesites:** Students enrolled in AH 401 must be either be in the final year of a baccalaureate-level health care program in the Department of Allied Health or be completing (or near completion) of an allied health clinical program.

Upon completion of the course, the students will be able to:

1. Discuss major leadership theories and key concepts of each theory, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview
2. Identify the leadership styles of themselves and others, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project

3. Discuss the concept of followership, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project
4. Compare and contrast allied health leadership and allied health management philosophies, roles, and duties, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project
5. Discuss ethical and moral obligations of allied health care leaders, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project
6. Analyze group dynamics and their positive and negative implications for allied health care environments, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project
7. Discuss conflict resolution management and strategies, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments
8. Use concepts of effective communication to foster positive working relationships and facilitate continuity of patient care, Method of Assessment: Weekly Discussion Board Assignments, Leader Interview
9. Discuss team building strategies, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project
10. Identify and apply innovative strategies for problem solving, Method of Assessment: Weekly Discussion Board Assignments, Group Film Analysis Project
11. Explain the concepts of a decision-making model and apply concepts to a real-world scenario, Weekly Discussion Board Assignments
12. Analyze real-world allied health care organizational issues through application of leadership theory, Method of Assessment: Weekly Discussion Board Assignments, Other Assignments, Leader Interview, Group Film Analysis Project

### **Learning Experiences and Instructional Methods**

Students enrolled in the proposed bachelor's degree program will participate in a variety of meaningful learning experiences and instructional methods that will prepare them to function effectively in the work force. The rigorous, comprehensive, and integrated curriculum of the proposed program will inform and empower students to function as competent and resourceful advanced level practitioners in the field of respiratory care.

Students in the proposed program will complete 1,080 hours of supervised clinical practicum in which they will participate in high impact practices. Moreover, during clinical practicum rotations, students will be engaged with seasoned professionals in the field from which they will receive coaching and mentoring. While working under the direct supervision of clinical site preceptors, students will practice and refine their clinical knowledge and skills. These real-life experiences afford in-depth, rich, and profound student learning opportunities that not only help students develop clinical competency and mastery, but also help them form a sense of identity and belonging in their chosen field of respiratory care.

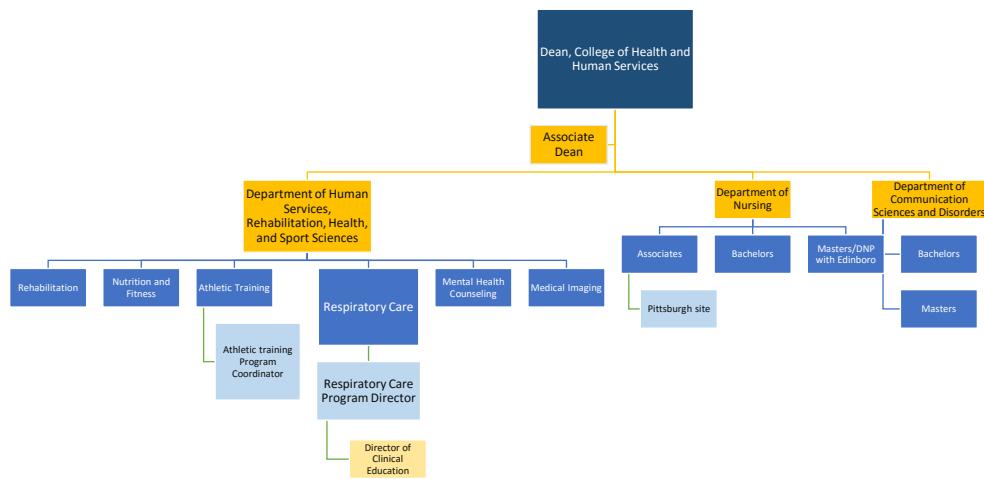
Students in the proposed program will also complete a capstone course in allied health leadership. This course will integrate soon-to-be graduating students in the proposed program with professionals in other allied health fields who are enrolled in online allied health degree completion programs at Clarion University. Students will evaluate themselves and others extensively as leaders. Students will also apply leadership concepts and theory to real-life clinical scenarios for the purpose of analyzing the dynamics of leadership and teamwork in health care organizations. Additionally, students will be required to develop a personal

leadership development plan that is intended to inform and guide their short-term and long-term professional goals and aspirations.

Online instruction for the proposed program will take place through Desire to Learn (D2L) – the web-based learning management system used by the State System. All faculty who teach online at Clarion University must successfully complete a rigorous five-week training program in online instruction. This training program covers criteria in the *Quality Matters Higher Education Rubric, Fifth Edition*, (2014). Adhering to *Quality Matters* principles, online courses in the proposed bachelor's degree program will be structured for alignment of learning objectives, materials, assignments, activities, and assessment and will provide pedagogically-sound opportunities for student interaction and engagement. Moreover, online course work facilitates a virtual academic portal through which students from a variety of demographic and professional backgrounds share experiences and insight and learn not only from their Clarion professors, but also from each other.

## Program Structure/Administration

The proposed program will reside in the Department of Human Services, Rehabilitation, Health and Sport Sciences (HSRHSS). This academic department is in the College of Health and Human Services as outlined in the following organizational chart:



The Commission on Accreditation for Respiratory Care (CoARC) requires accredited respiratory care programs to appoint specific key program personnel. Key personnel include a full-time program director, director of clinical education, and a medical director. The program director is charged by CoARC with assuming responsibility "for all aspects of the program, both administrative and educational. Administrative aspects include fiscal planning, continuous review and analysis, planning and development, and the overall effectiveness of the program" (CoARC, 2015, p. 11). The respiratory care program director reports to the chair of the

Department of Human Services, Rehabilitation, Health and Sport Sciences who, in turn, reports to the Dean of the College of Health and Human Services. The respiratory care program director and the department chair will work collaboratively to carry out the day-to-day administration of the proposed bachelor's degree program.

Examples of day-to-day administrative activities of the proposed program include:

- coordinate course schedule and course offerings;
- coordinate faculty teaching assignments;
- coordinate program assessment including attainment of student learning outcomes and facilitate program changes as needed;
- coordinate technology needs with computer support staff and distance education staff;
- coordinate program admission with Admissions staff;
- work with Marketing and Communication to develop marketing strategies for program;
- collect CoARC and university assessment data and prepare assessment and other reports; and
- work with transfer coordinator, as needed.

The Dean of the College of Health and Human Services, the program's medical director, and the Respiratory Care Advisory Board will support the respiratory care program director and department chair to ensure that day-to-day functions of the program are effectively carried out.

The director of clinical education is charged by CoARC with assuming responsibility "for all aspects of the clinical experiences of students enrolled in the program, including organization, administration, continuous review and revision, planning for and development of locations (with appropriate supervision) for evolving practice skills, and the general effectiveness of the clinical experience" (CoARC, 2015, p. 13). The respiratory care program director and department chair, medical director, and Respiratory Care Advisory Board will support the director of clinical education in his role.

The medical director must be a licensed physician who works with the program director and director of clinical education to ensure "that both didactic instruction and supervised clinical practice experiences meet current practice guidelines" (CoARC, 2015, p. 15). Historically, UPMC Northwest, a partnering clinical site for the associate degree respiratory care program, has provided a medical director (Amgad Abdu, MD) pro bono for Clarion's respiratory care program. Continuation of the medical director appointment is expected for the proposed bachelor's degree program.

### **Program Entrance Requirements and Progression into the Major**

Students seeking admission to the proposed bachelor's degree program will be required to meet the general admission criteria of Clarion University. Progression in the program will be consistent with all general and academic policies of the State System and Clarion University. Students in the proposed program will be required to attain general education competencies consistent with those expected of all students. Students in the program will also complete 120 total credit hours for the baccalaureate degree. A minimum 2.0 grade-point average in general and major course work will be required of students in the program as well as a minimum grade of "C" in all required science, respiratory care, and allied health courses.

The curriculum of the proposed program is sequential in that competency in lower division course work is essential for mastery of concepts and skills in upper division course work.

### **Student Support/Advisement**

Both face-to-face and online degree completion students in the proposed program will have the same level of academic advisement and student support services provided to all other Clarion University degree-seeking students. Students in the proposed program will be advised by respiratory care faculty or by the department chairperson. Faculty have training and experience in academic advising and will utilize effective methods of student interaction. Faculty will maintain office hours during which time they will be available to students for consultation and advisement face-to-face, or by phone, e-mail, and web based applications.

Additionally, Clarion University provides many support services to increase the success, retention, and graduation rate of both face-to-face and online students. Support services available to all students include Student Orientation, Acclimation, and Retention (SOAR), tutoring services, counseling, student advocate services, student success coaches, disability support services, food and resource pantry, writing center, and academic improvement plans. Support services available to lower income, first-time-in-college, and/or underrepresented minority students include the Engaged Learners program, TRIO grant programs, RUBIES, and Golden Eagle Men's Success (GEMS). Faculty will support students in these programs and will participate in other university programs that foster early intervention with students who are at the most risk for failure.

Clarion University also supports students who are military veterans. Clarion is a military friendly university and actively seeks out and supports veterans through its Veterans Outreach Resources program, its Student Veterans Association, and its dedicated Veterans lounge.

Online degree completion students will be granted access to all university services available to online students, including online orientation, computer/technology assistance, the online writing center, online tutoring, disability support services, and online library access and support from a dedicated distance education librarian. Online students may view commencement ceremonies via live streaming video, or they may travel to Clarion University and participate in commencement activities in person.

## Collaboration and Coordination with Others

### Exploration of Collaboration with other PASSHE Universities

Clarion is committed to maximizing student success and will therefore work with other State System universities to accept transfer credits into the proposed bachelor's degree program.

Currently, four other State System schools offer programs in respiratory care. Mansfield University offers an associate in applied science degree in respiratory care while Indiana and West Chester both offer bachelor's degrees in respiratory care. Millersville University offers the option to earn a bachelor's degree in either biology or allied health technologies with a professional component in respiratory care.

Since Clarion University's proposed bachelor's degree program will dually function as a degree completion program, Clarion will explore articulation options with Mansfield's AAS respiratory care program. Articulating with Mansfield will provide opportunity to their respiratory care graduates to seamlessly transfer credits into Clarion's bachelor's level respiratory care program. Mansfield graduates will be able to work toward earning a bachelor's degree online through Clarion while simultaneously working as respiratory care practitioners.

### Coordination with other Departments/Units on Campus

The Department of Human Services, Rehabilitation, Health and Sport Sciences (HSRHSS) has successfully collaborated with other departments at Clarion University to ensure that general education course work required for the current associate degree respiratory care program is offered in a manner that meets student and program needs. This cooperative relationship will continue for the proposed bachelor's degree program to ensure that all required courses are available.

Increased student enrollment that results from growth in the proposed bachelor's degree respiratory care program will, like all other programs, be accommodated through the collaborative assessment and planning actions of program faculty, department chairs, and the Dean of the College of Health and Human Service. Currently, there is no projected immediate need for additional faculty outside of the HSRHSS Department to teach courses in the proposed bachelor's degree respiratory care program.

Specific courses taught by other departments that students will take to fulfill general education requirements will be suggested but not required. The departments that offer these courses will be consulted, but the impact to these departments in terms of additional enrollment is expected to be minimal. These courses include the following:

- PHIL 301, *Biomedical Ethics* taught by the Department of Social Sciences
- ENG 318, *Literature and Medicine* taught by the Department of English
- SOC 318, *Sociology of Death and Dying* taught by the Department of Social Sciences or NURS 320, *Death and Grief* taught by the Department of Nursing.

Additionally, the proposed program will require regular use of the state-of-the-art simulation laboratory at Venango Campus. Since this lab is used by Clarion's nursing program, the HSRHSS Department chair along with respiratory care faculty will coordinate schedules with the chair of the Department of Nursing.

## **Coordination with Outside Agencies, Corporations, etc.**

Clarion University's College of Health and Human Services has numerous contractual partnerships with local and regional health care facilities that provide clinical practicum rotations for students in the current associate degree respiratory care program. All of these facilities have already committed to serving as clinical rotation sites for the bachelor's degree. These partnerships help connect Clarion University to the community and allow Clarion students to have an integral role in the provision of health care services to members of the Commonwealth.

A representative from each of Clarion's partnering clinical sites sits on the Respiratory Care Advisory Board. The intention to develop Clarion's respiratory care program into a bachelor's degree program was presented at the spring 2014 Respiratory Care Advisory Board's annual meeting. All board members expressed support of the proposed bachelor's degree and were in favor of its implementation.

## **Clinical Placement Sites**

Clarion University currently has formal contractual agreements with 13 health care organizations in a 105-mile radius of Oil City, Pennsylvania for the current associate degree respiratory care program. These organizations are critical to the education of and success of our respiratory care students. Each partnering health care organization was chosen specifically to enhance respiratory care students' educational opportunities and to prepare them for licensure as respiratory therapists. As a result, students graduate with the requisite knowledge and skills as well as a solid understanding of the expectations that employers have of them as health care professionals.

Current clinical placement sites include:

1. ACMH Hospital, Kittanning, Pennsylvania
2. Clarion Hospital, Clarion, Pennsylvania
3. Dubois Regional Medical Center, Dubois, Pennsylvania
4. Geisigner Medical Center, Danville, Pennsylvania
5. Grove City Medical Center, Grove City, Pennsylvania
6. Heritage Valley Health System, Beaver, Pennsylvania
7. Meadville Medical Center, Meadville, Pennsylvania
8. Rainbow Babies, University Hospitals, Cleveland, Ohio
9. UPMC Horizon, Farrell, Pennsylvania
10. UPMC Mercy, Pittsburgh, Pennsylvania
11. UPMC Northwest, Seneca, Pennsylvania
12. UPMC St. Margaret's, Pittsburgh, Pennsylvania
13. Vantage Medical Equipment, Meadville, Pennsylvania

Clarion's respiratory care director of clinical education has been in discussion with key personnel at our partnering health care organizations and has garnered verbal commitment from all sites relative to providing clinical practicum rotations to students in the proposed bachelor's level program. Once the proposed program is approved, Clarion will aggressively work to transition all contractual agreements from the associate degree to the bachelor's degree program. To facilitate program growth, Clarion's respiratory care faculty are actively recruiting additional clinical sites; some clinical sites are currently engaged in the contract development process with Clarion.

## Assessment Plan and Accreditation

### Assessment Plan and Process for the Program

A systematic plan of assessment will be implemented for the proposed bachelor's degree program to satisfy requirements the Commission on Accreditation for Respiratory Care (CoARC) and Clarion University's Institutional and Student Learning Assessment Committee (ISLAC). Assessment of the proposed program will be comprehensive, multi-tiered, and formative. Assessment activities will include an annual graduate survey, annual employer survey, organizational evaluation of faculty and student evaluation of faculty in accordance with guidelines in the APSCUF Collective Bargaining Agreement, student evaluation of respiratory care clinical preceptors, and student distance education surveys for online course work. Further, to be in compliance with CoARC accreditation requirements, respiratory care faculty will administer the annual CoARC "Resource Assessment Matrix" (RAM) survey to all program constituents including students, clinical preceptors, the program's medical advisor, the Respiratory Care Advisory Board, and pertinent Clarion University faculty and administrators. The RAM survey assesses sufficiency of the program's resources, program outcomes, attrition, graduate and employer satisfaction, and job placement. Each year, respiratory faculty will collect, analyze, and summarize data from the RAM survey and address any areas of concern. Findings of the RAM survey must be submitted to CoARC in a formal report entitled, "Report of Current Status."

Details of survey instruments used for the proposed program's outcomes assessment follow.

**Graduate survey.** Each year six months post May graduation, graduate surveys will be sent to all students in that year's graduating cohort. Graduates will be asked to report basic demographic information along with occupational descriptive data to include type of employment, time spent at current occupation, current professional credentials, and rank/status within their organization. Graduates will also be asked to provide feedback regarding the training and education they received in Clarion University's respiratory care program. Specific survey items will assess graduates' perceptions of the appropriateness and applicability of course work, knowledge-base and skill proficiency acquired, and their overall level of job readiness as a program graduate. Program strengths and weaknesses will be identified and used to create and implement appropriate action plans to inform, adjust, and enhance program effectiveness with the goals of better supporting educational needs of students and effectively meeting workforce needs of the health care industry.

**Employer survey.** After graduate surveys have been returned and evaluated, surveys will be sent to all employers identified by graduates in returned graduate surveys. Employers will be asked to evaluate graduates on competencies including appropriate knowledge and educational preparedness (critical thinking and written and oral communication proficiencies), demonstrated clinical and patient care skills, overall ability to function as an effective member of a health care team, and leadership. The strengths and weaknesses of graduates will be identified and used to create and implement appropriate action plans to inform, adjust, and enhance program effectiveness with the goals of better supporting educational needs of students and effectively meeting workforce needs of the health care industry.

**Student evaluations of faculty.** Students in the proposed program will evaluate Clarion faculty using Clarion University's established evaluation tool as outlined in the APSCUF Collective Bargaining Agreement. The evaluation, administered during the 11<sup>th</sup> week of the semester, asks students to evaluate the quality of the course, level of faculty preparation, amount and type of faculty interaction with students, quality of assignments and exams, fairness in grading, frequency of faculty feedback, and appropriateness of class activities. Students also have the opportunity to provide open-ended feedback. Results of student evaluations are tallied and provided to faculty to use for improving class content and structure as well as to refine teaching methods.

**Student evaluation of clinical preceptors and clinical sites.** Students in the proposed program will evaluate all primary clinical preceptors and clinical rotations completed in the semester. Evaluations are accomplished through an online data tracking system entitled, "DataArc." Examples of criteria on which students will evaluate clinical preceptors include availability for assistance, provision of quality clinical experiences, clinical instruction, and providing timely feedback on clinical activities. Examples of criteria on which students will evaluate clinical rotations include adequacy of orientation to policies and procedures, amount and variety of modern equipment and supplies, and adequate number and variety of clinical procedures. Clarion's director of clinical education will review student evaluations and follow up with students, clinical preceptors, and clinical sites as necessary.

**Clarion University organizational faculty evaluation.** Faculty teaching in the proposed program will be evaluated using the university's established evaluation process as outlined in APSCUF's Collective Bargaining Agreement. The evaluation includes observation of faculty by peers and the department chair, a review of student evaluations of faculty, and a review of faculty credentials, recent accomplishments, and faculty members' curricula vitae. Teaching effectiveness, scholarly achievement and professional growth, and service to the university and community are included in the faculty evaluation. Information from faculty evaluations helps faculty assess their pedagogical proficiency and effectiveness.

**Distance education survey.** Clarion's Office of Distance Education conducts surveys each semester of all students in online programs. The questionnaire asks students to rate their satisfaction with the program, support services (library, registration, orientation, etc.), technology, course rotation and availability, length of courses, and quality of instruction. Data are used for improvement to online courses on support services for online students.

**CoARC Resource Assessment Matrix Survey and Report of Current Status.** As a requirement for CoARC accreditation, Clarion's respiratory care faculty will submit an annual Report of Current Findings to CoARC. This report will be a comprehensive summary of feedback received on the CoARC Resource Assessment Matrix (RAM) survey that evaluates the sufficiency the program's resources. The RAM survey will be completed each year by the program's constituents (students, clinical schools, the program's medical advisor, and university faculty and administrators). Minimum cut scores are identified by CoARC, and Clarion's respiratory care faculty are required to devise action plans for any criteria that do not meet the CoARC-established cut scores.

Program Assessment Plan		
Program Goal and Objectives	Assessment Method	Criterion
Goal #1. To prepare leaders in the respiratory profession who will contribute to improved patient outcomes through utilization of research such as evidence based medicine.	Employer survey	80% of employers will rate the graduate as satisfactory or higher
	Graduate Survey	80% of graduates will rate the program as satisfactory or higher
	Faculty evaluations and student evaluations of faculty	100% of faculty meet faculty and departmental standards
	Student evaluation of clinical preceptors and sites	100% of preceptors and sites meet standards
Goal #2. To prepare leaders for the growing need of the respiratory care profession in areas of interdisciplinary evidence based medicine, research, education, administration, and graduate studies.	RAM Survey	Meet or exceed criteria for each section as established by CoARC
	Distance Education Survey	80% of students will rate the online component as satisfactory or higher

In addition to submitting outcomes data annually to CoARC via the Report of Current Status, respiratory care faculty in the proposed program will report assessment data to the Respiratory Care Advisory Board. Assessment data will be used for program improvement that may include, but will not be limited to, changes in course content, course offerings, library holdings, facilities, and course sequencing.

#### **Process to Collect and Evaluate Student-Learning Outcomes Data for Program Improvement (the feedback loop)**

While content that relates to student learning outcomes will be covered in a number of classes throughout the proposed program's curriculum, assessment data relative to these outcomes will be collected in specifically designated classes. The assessment plan for student learning outcomes will ensure that the proposed program is achieving its intended goals for student learning. Successful achievement of student learning outcomes will be determined through various methods including course embedded assessments. Course artifacts specific to student learning will be a significant source of data for the student learning outcomes assessment and will also be essential for CoARC accreditation.

The following table illustrates when each student learning outcome will be assessed, how it will be assessed (assessment tool), and the criterion used to determine if the outcome has been met.

Assessment of Student Learning Outcomes			
Student Learning Outcome	When Outcome will be Assessed	Assessment Tool	Criterion
<b>The graduate will:</b>			
1. Demonstrate leadership as a contributing member of the health care team.	AH 401, Spring 3 RESP 404, Fall 3 RESP 421, Spring 3	AH 401: team leadership project  AH 404: Structured feedback and debriefing  RESP 421: EBM Presentation	At least 75% of students will earn 70% or higher on all assessment tools.
2. Demonstrate ability to apply advanced knowledge of respiratory care practices to complex clinical situations.	RESP 402, Sum 2 RESP 306, Spring 3 RESP 420, Sum 2	RESP 402: examinations and case studies  RESP 306: case studies, clinical sims  RESP 420: clinical evaluations	80% of students will receive passing scores on clinical sims  Students will achieve a minimum score of 2 on a scale of 1 – 3 on all applicable areas of clinical evaluation.
3. Demonstrate ability to apply evidence based medicine to clinical practice.	RESP 405, Fall 3 AH 301, Spring 2 RESP 421, Spring 3	RESP 405: EBM Project  AH 301: Final Critical Analysis of Journal Articles  RESP 421: EBM project	75% of students will earn 70% or higher based on EBM rubric and final critical analysis of journal article assignment.  All students will earn a passing grade on EBM project peer evaluation.

Student learning outcome data will be compiled by respiratory care faculty and shared with the Dean of the College of Health and Human Services; the Chair of the Department of Human Services, Rehabilitation, Health and Sport Sciences; the Respiratory Care Advisory Board; Clarion University's Institutional and Student Learning Assessment Committee (ISLAC); and the program's accrediting agency (CoARC) as appropriate.

Data from student learning assessment, as with program assessment, will be used for program improvement. If benchmarks for student learning outcomes are not met, revisions will be made to the syllabus, sequence of course topics, time spent on a topic, course activities, assignments, text book or readings, or other areas so as to facilitate student achievement of learning outcomes.

### **Plan for Achieving Specialized Accreditation**

Specialized programmatic accreditation is available through the Commission on Accreditation for Respiratory Care (CoARC). The mission of CoARC is to “*ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research, and service*” (CoARC, 2016a). CoARC is recognized by the Council for Higher Education Accreditation (CHEA) and is currently the sole nationally recognized authority for the accreditation of first professional degree programs in respiratory care. CoARC’s purpose is to “serve the public by promoting high quality respiratory care education through accreditation services” (CoARC, 2016b). Additionally, CoARC and its sponsoring organizations cooperate to establish, maintain, and promote educational standards of quality to prepare individuals for respiratory care practice, and to provide recognition for degree-granting, postsecondary educational programs that meet the minimum requirements outlined in CoARC’s accreditation standards (CoARC, 2016b).

Accreditation through CoARC is voluntary and is initiated only when requested by an institution that meets the criteria for sponsorship as identified in the CoARC *Standards*. CoARC conducts a comprehensive review of the program relative to the *Standards*. Accreditation decisions are based on CoARC’s review of information contained in the accreditation application and self-study report, the report of site visit evaluation teams, the annual report, and any additional requested reports or documents submitted (CoARC, 2016b).

Clarion University’s Associate of Science in Respiratory Care degree program has a favorable history with CoARC accreditation. The program was granted initial CoARC accreditation in 2009 and is due for re-accreditation in 2019. In July of each year, Clarion’s respiratory care program director must submit the Report of Current Status to CoARC. Accredited respiratory care programs that consistently submit reports that CoARC deems as satisfactory are not required to write an interim self-study report. That Clarion’s respiratory care program has not been required to write an interim self-study report speaks to the excellence of the respiratory care program and the quality of oversight provided to the program by Clarion’s respiratory care faculty.

Following CoARC’s substantive change process, Clarion University will seek transition of accreditation of our current associate degree respiratory care program to the new bachelor’s degree program. CoARC’s substantive change process requires submission of a completed substantive change form. There is currently no cost assessed by CoARC for substantive changes, and students may be admitted to the program once the substantive change is approved (personal communication with Dr. Tom Smalling, CoARC Executive Director;

December 7, 2016). The new bachelor's degree program will remain on the same reaccreditation cycle/timeline as the associate degree. Consequently, the new bachelor's degree program will be due for CoARC reaccreditation in 2019. A comprehensive self-study will be required to be submitted to CoARC by May 1, 2018 and an on-site visit by accreditation reviewers will be scheduled within four months after CoARC receives the self-study. The experience and expertise of Clarion's respiratory care faculty will support substantive change and reaccreditation endeavors for the proposed bachelor's degree program.

This following substantive change and reaccreditation timeline table assumes that the required substantive change form is submitted to CoARC by September 1, 2017.

CoARC Substantive Change and Reaccreditation Timeline		
Activity/Action	Responsible Party	Projected Completion Date
Clarion submits Substantive Change Application to CoARC.	Dean Assistant Dean Department Chair Respiratory Care Faculty	Targeted date: September 1, 2017
CoARC reviews Substantive Change Application and determines: 1. The need for additional information 2. The need to assign a referee to conduct further review of the application 3. The decision of the referee to place the application on the next scheduled meeting for CoARC accreditation 4. Approval of the change with no further documentation required	CoARC	
If substantive change request is approved, the new bachelor's degree program assumes the reaccreditation timeline of the then-former associate degree program.  Submission of self-study report	Respiratory Care Faculty Assistant Dean	By May 1, 2018
Site visit	CoARC accreditation reviewers President, Provost, and Assoc. Provost Dean Assistant Dean Department Chair Respiratory Care Faculty Others	Within four months post receipt of self-study report.

## Resource Sufficiency

### Current or Future Facilities, Equipment, Faculty, Staff, and Financial Resources Required for Program

**Current and future facility and equipment resource sufficiency.** The current respiratory classroom in 106 Montgomery Hall doubles as a lab. Much of the existing equipment currently used for Clarion's associate degree respiratory care program is sufficient and will continue to be used for the proposed bachelor's degree program. However, to offer a quality educational program in respiratory care that is competitive with programs in other colleges and universities and that will attract high quality students, new and upgraded equipment is essential. New and upgraded equipment will support the respiratory care faculty's ability to provide superior didactic and laboratory instruction and will optimize student learning and skillset development.

#### Facility and Equipment Needs

- Installation of 4 high-pressure compressed air wall outlets (50 PSI). Estimated cost, \$2,500.
- Oximetry and capnography monitoring equipment. Estimated cost, \$3,000
- V-60 BiPAP machine. Estimated cost, \$15,000.
- Ventilator simulation software. Estimated cost, \$12,500.
- CoARC Annual Accreditation fee. Currently \$2,000 per year

The proposed program will also require use of the state-of-the-art simulation laboratory at Venango Campus. Currently, this lab is used also by Clarion's nursing program. The Human Services, Rehabilitation, Health and Sport Sciences Department faculty and chair coordinates lab schedules with the chair of the Department of Nursing.

**Current and future clinical site capacity.** Clinical capacity of the proposed bachelor's degree program is currently 18 to 25. All 13 health care organizations that serve as clinical sites for the current associate degree program have verbally committed to also serving as sites for the bachelor's degree program. Clarion's respiratory care faculty continuously seek additional clinical practicum partnerships and have recently been successful in engaging West Penn Allegheny Health System in meaningful discussion about serving as an additional respiratory care clinical site.

**Current and future library resource sufficiency.** Students enrolled in the proposed program will have access to Clarion University's library system. No additional library resources will be required.

#### Current and future faculty resource sufficiency.

The last cohort of associate degree respiratory care students will enroll in fall 2017 and will graduate in August 2019. The first cohort of bachelor's degree respiratory care students will enroll in the proposed program in the fall semester 2018. The proposed bachelor's degree program is an extension of Clarion's existing associate degree program and consists of the same (or only slightly revised) courses in Years 1 and 2. Consequently, the two current respiratory care faculty will be able to teach courses that satisfy the requirements of both programs while maintaining in-load workload equivalents and course preps as defined by the APSCUF Collective Bargaining Agreement. However, effective Summer 2019, an additional

temporary, part-time respiratory care faculty member will be required at 25% in fall semesters, 50% in spring semesters, and 20% in summer.

The proposed bachelor's degree program would benefit from having a minimum of one full-time tenure-track faculty to serve as the CoARC appointed program director and Clarion appointed program coordinator. The addition of a tenure-track faculty member will add stability to the program and will provide assistance with curriculum development, accreditation requirements, and other program oversight duties. Additionally, CoARC mandates that the program director be granted sufficient time so that his or her educational and administrative responsibilities related to the respiratory program can be met. Consequently, adequate non-contractual release time for program coordination will be necessary each semester for the program director.

In Year 3 of the proposed program, the HSRHSS Department will be required to add a part-time faculty member to provide instruction for five to eight credits of allied health course work that is currently being taught by a respiratory faculty member as part of her workload in the spring and fall semesters.

Additionally, enrollment in the proposed program has potential to increase the number of seats required in Year 3 in AH 301, *Research Methods for Health Sciences* and AH 401, *Allied Health Leadership Capstone Course*. It is likely that additional sections of these courses will be required and additional faculty may be necessary to teach them.

Clarion's current respiratory care faculty are qualified by virtue of their degrees, their training, and their professional and personal experience to teach in the proposed bachelor's degree program. One of the full-time temporary faculty members is Master's prepared and has 26 years of experience as a respiratory therapist and 12 years of experience in adult and higher education. She currently serves in the CoARC position of program director and is therefore has experience with CoARC accreditation requirements and processes. The second full-time temporary faculty member who is currently bachelor's-prepared will be enrolled in graduate school in Fall 2017 with an expected completion date of 2019. He will therefore be master's-prepared by Year 3 of the proposed bachelor's program when upper division course work will be offered for the first time in the program. The part-time faculty member is a seasoned respiratory therapy educator who has approximately 40 years of experience as a respiratory therapist and approximately 17 years of experience in adult and higher education.

Faculty in the proposed program who will be teaching online courses will complete the rigorous five-week training course on online instruction that is offered by Clarion's Office of Distance Education and that follows the "*Quality Matters Higher Education Rubric, Fifth Edition*."

A summary of the qualifications of current respiratory care faculty members is below. This table does not identify all courses that each faculty member is qualified to teach.

Name	Degree	Current/Proposed teaching responsibilities	Scholarship or professional credentials related to proposed program
Christine Harancher Program Director	MS, Leadership	RESP 302, 303, 405, 403, 305, 231, 201, 402	RRT, PFT

Greg Sambor Director of Clinical Education	BS, Respiratory Therapy, Minor in Biology	RESP 101, 121, 220, 320, 420, 421, 202, 203, 301, 404	RRT
Wayne Anderson Summer Adjunct	BS, Mathematics	RESP 401, 402	RRT
Additional Faculty	MS degree	Ideally will be qualified to teach 206, 304, 306	RRT

**Current and future clerical staffing sufficiency.** Clarion University will provide clerical support through existing clerical personnel in the College of Health and Human Services. Currently, a 75% position provides clerical support for the AS, Respiratory Care; BS, Medical Imaging Sciences, BS, Allied Health Leadership, and AS, Allied Health programs.

**Financial resources for CoARC accreditation.** The proposed respiratory care program will require financial resources related to CoARC reaccreditation. Reaccreditation fees that would have been necessary for the 2018-2019 reaccreditation of the current associate degree program will instead be necessary for the proposed bachelor's degree program. And, like the current associate degree program, the proposed bachelor's degree program will be assessed the same yearly ongoing accreditation fee by CoARC.

### Required New Courses and Faculty and/or Elimination of Existing Courses

Term	New Course	Course Title	Potential Instructor
Fall	RESP 404	Simulations in RC	Director Of Clinical Education
	RESP 405	Evidence-Based Medicine in RC	Program Director
Spring	RESP 302	Pulmonary Function Testing	Program Director
	RESP 421	RC Clinical V	Director of Clinical Education
Summer	RESP 402	Advanced Pathophysiology	Program Director

### Identify Courses that will be Eliminated

No respiratory care courses that are used in the associate degree program will be eliminated, but many are being revised in terms of course number, course level, and name. Some respiratory care courses maybe slightly revised for content. All course changes are being submitted for approval to Clarion University's Committee on Curricula and Programs of Study.

### Need for Additional Non-Major Course Sections based on Projected Enrollment

The modeled five-year enrollment projections will initially only slightly increase the need for seats within general education courses across the university. Factoring in overall university enrollment patterns, no new sections of most general education courses are projected to be immediately needed as a result of the proposed program, but some general education courses

may eventually need additional sections. This is likely to be most critical in courses with labs such as *Human Anatomy and Physiology I* and *II* and *Microbiology*.

The proposed program's academic map (located in the academic integrity section) is an example of how general education courses may be sequenced in the curriculum of the proposed program. The nature of the proposed curriculum will be highly prescribed and certain courses must be available in specific academic terms. Consequently, there may be need for additional new sections of courses to ensure students' academic progress.

### **Funding Source for Startup Costs until Breakeven is Reached**

The proposed program is expected to attract new students to Clarion University thus supporting university enrollment. The enrollment benefit will be compounded because the proposed program will also simultaneously serve as a degree completion program and will therefore draw students from a population of prospective students that differs from traditional students. Enrollment in the proposed program's online upper division courses will be bolstered by the degree completion model. Credit production in the proposed program is therefore expected to fully fund salaries of program faculty.

### **Five-Year Budget Projection**

The spreadsheet that follows demonstrates five-year budget projections.

**Please Submit in MS Excel format, do not convert to PDF or paste into Word for submission**

Current Resident Tuition Rate - Full-Time	\$7,238	Annual full-time tuition
Current Nonresident Tuition Rate - Full-Time	\$10,858	Please use \$10,858 for the annual nonresident full-time tuition rate unless approval has been given to charge differential tuition
Current Resident Tuition Rate - Part-Time	\$302	Part-time per credit rate
Current Nonresident Tuition Rate - Part-Time	\$452	Please use \$452 per credit rate for nonresident part-time tuition rate unless approval has been given to charge differential tuition
Full-Time Credit Load	40	Annual full-time credit load
Part-Time Credit load	18	Please enter the number of annual credits for part-time status
Full-Time Resident Instructional Support Fee	\$768.60	Please enter the annual full-time resident instructional support fee rate
Part-Time Resident Instructional Support Fee	\$577.80	Please enter the annual part-time resident instructional support fee rate (based upon 18 credits annually)
Full-Time Nonresident Instructional Support Fee	\$1,154.00	Please enter the annual full-time nonresident instructional support fee rate
Part-Time Nonresident Instructional Support Fee	\$865.80	Please enter the annual part-time nonresident instructional support fee rate (based upon 18 credits annually)
% of Total Revenue for Administrative Expense	20%	Please use 20% of estimated total revenue unless otherwise noted

**Five-Year Budget Projection**

Baccalaureate Program

<b>Estimated Student Impact of New Program</b>	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment		17	13	17	25	21	29	21	32	23
Nonresident Full-Time Headcount Enrollment		1	1	1	2	1	2	1	2	2
Resident Part-Time Headcount Enrollment				9	7	12	10	15	12	20
Nonresident Part-Time Headcount Enrollment				1	1	3	2	5	4	5
Projected Annual Credits Generated		720		1460		2374		2696		3098
<b>Estimated Revenue</b>										
Tuition Generated		\$133,904		\$295,916		\$501,350		\$587,326		\$688,698
Instructional Support Fee		\$14,220		\$31,432		\$53,259		\$62,398		\$73,171
External Grants & Contracts <span style="color: red;">\$33/Cr Course Fee</span>	\$5,500	\$11,880	\$15,000	\$24,090		\$39,171		\$44,484		\$51,117
Other - <span style="color: red;">Student Support Revenue</span>		\$9,072	\$7,056	\$9,072	\$13,608	\$11,088	\$15,624	\$11,088	\$17,136	\$12,600
<b>Estimated Total Revenue</b>		<b>\$174,576</b>		<b>\$382,566</b>		<b>\$618,476</b>		<b>\$720,920</b>		<b>\$842,722</b>
<b>Estimated Expenses</b>										
<b>Estimated Expenses</b>	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$60,000	\$60,000	\$141,000	\$201,000	\$40,000	\$241,000	\$7,500	\$248,500	
Learning Resources <span style="color: red;">(Review and Simulation SW)</span>		\$5,000		\$0		\$7,500				
Instructional Equipment <span style="color: red;">(Bi-Pap) (Ox/Cap)</span>		\$3,000		\$15,000						
Impact to additional non-major course sections (e.g. General Education)		\$72,000		\$92,000		\$118,000		\$128,000		\$150,000
New Facilities and/or Modifications to existing facilities <span style="color: red;">4 HP 50 PSI Outlets</span>		\$2,500								
Administrative Expense		\$29,625		\$65,470		\$110,922		\$129,945		\$152,374
Other <span style="color: red;">(CoARC Annual Accreditation Fee)</span>		\$2,000	\$2,100		\$2,200		\$2,300		\$2,400	
<b>Estimated Total Expenses</b>		<b>\$174,125</b>		<b>\$375,570</b>		<b>\$479,622</b>		<b>\$508,745</b>		<b>\$553,274</b>
<b>Estimated Financial Impact of New Program</b>		<b>\$451</b>		<b>\$6,996</b>		<b>\$138,854</b>		<b>\$212,175</b>		<b>\$289,448</b>

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Item 4

Approval of Proposed Bachelor of Science in Respiratory Care

RESOLVED, that the Council of Trustees, Clarion University of Pennsylvania, approve the Bachelor of Science in Respiratory Care to move forward to the Board of Governors of the State System of Higher Education for final approval.



Item 5

## **FORMAT FOR PROPOSALS FOR NEW ACADEMIC PROGRAMS**

### **MASTERS DEGREES**

#### **Master of Science, Athletic Training A New Program/Degree Proposal**

Clarion University of Pennsylvania

College of Health and Human Services

Department of Human Services, Rehabilitation,  
Health and Sport Sciences

Proposed Implementation Date: Fall 2019

Proposal prepared by: Renee Bloom  
Proposed CIP Code: 51.0913

Proposed Delivery Method: Face to Face

Electronic Signature of Chief Academic Officer:

Electronic Signature of University President:

Date:

Approved by Clarion Council of Trustees on

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## Appropriateness to Mission

### Description, Scope, and Purpose of the Program

#### Description

Clarion University's Department of Human Services, Rehabilitation, Health and Sport Sciences within the College of Health and Human Services is proposing a 58-credit Master of Science degree in Athletic Training. This two-year entry level professional degree will prepare students as graduate level athletic trainers who will be eligible to sit for the National Athletic Trainers' Association Board of Certification Examination (BOC, 2017). The proposed master's level program will replace Clarion's current athletic training concentration within the Bachelor of Science degree in Liberal Studies. Clarion has offered this athletic training concentration via ITV in collaboration with California University of Pennsylvania (CalU). Coursework originated at CalU, and Clarion served as the remote site. An average of 42 students were enrolled at the Clarion site. In 2015, CalU informed Clarion that it will no longer provide coursework to Clarion.

The curriculum of the proposed program will align with all competencies identified in the *Athletic Training Education Competencies*, 5<sup>th</sup> ed. (2015) that is published by the National Athletic Training Association (NATA). The agency that offers programmatic accreditation for athletic training educational programs, the Commission on Accreditation of Athletic Training Education (CAATE), mandates that NATA "competencies be instructed and evaluated in each CAATE-accredited professional education program" (NATA, 2011).

The proposed 58-credit master's degree program will entail 46 credits of graduate level theory-based course work in athletic training and 12 credits of graduate level athletic training clinical practicum taught in four consecutive fall and spring semesters. Students in the proposed program will matriculate full-time in cohort fashion. Athletic training course work will be taught by Clarion University athletic training faculty members in the Department of Human Services, Rehabilitation, Health and Sport Sciences (HSRHSS). Prerequisites for entrance to the proposed program require completion of 22-23 credits of course work in human anatomy and physiology, basic biology, general chemistry or chemistry for allied health students, nutrition, general psychology, and health education.

Entrance to the two-year master's program will be granted to individuals who:

- meet all Clarion University requirements for graduate admission;
- hold a bachelor's degree from an accredited college or university with a minimum QPA of 3.0 (out of 4.0);
- submit 3 letters of recommendation and an essay related to athletic training;
- complete a successful interview with Clarion's athletic training faculty; and
- satisfy all prerequisite course requirements of the proposed program.

The proposed program will seek specialized programmatic accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). The purpose of CAATE is to "develop, maintain, and promote appropriate minimum education standards for quality athletic training programs" (CAATE, 2015a). CAATE is sponsored by the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the NATA. CAATE is recognized by the Council for Higher Education Accreditation (CHEA).

## **Background and Rationale**

Athletic trainers function as “healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities” (CAATE, 2015). Athletic trainers work in a variety of settings including universities, elementary and secondary schools, hospitals, fitness centers, physician offices, military, law enforcement, and for professional artists and sports teams (U.S. DOL, BLS, 2017a).

In 2015, the Athletic Strategic Alliance that is comprised of the Board of Certification (BOC), CAATE, NATA, and the NATA Foundation issued a joint statement indicating that the professional degree in athletic training would be established at the master’s level.

Consequently, by 2022, all accredited athletic training education programs must be offered at the graduate level. The proposed master’s degree program will therefore ensure that athletic training education offered at Clarion University aligns with evolving academic requirements of the athletic training profession. The proposed program will also ensure that Clarion athletic training graduates are prepared to effectively function at the professional level in their chosen field.

## **Scope**

The proposed program will provide opportunities for graduate level study for students both internal and external to Clarion University who have an earned bachelor’s degree and who have satisfied the prerequisites of the proposed program. Additionally, articulations between the proposed master’s program and Clarion University and other State System baccalaureate degree programs will be considered to establish an accelerated bachelors to masters (3+2) option that complies with the State System’s Procedure 2016-25. A 3+2 option will allow students to enroll in the proposed program as freshmen. Students who complete the 3+2 option will earn both an undergraduate and graduate degree in a five-year period. Clarion’s Bachelor of Science degree in nutrition and fitness is an example of an undergraduate degree program that presents a viable opportunity for seamless articulation with the proposed Master of Science in Athletic Training.

## **Purpose**

The proposed Master of Science in Athletic Training will ensure that graduates will be eligible to sit for the NATA Board of Certification Examination (BOC) and will be equipped to effectively function as graduate level athletic training professionals.

## **Alignment with State System Mission and Strategic Directions**

The proposed Master of Science in Athletic Training will support the State System’s vision “*to be among the nation’s leading systems of public universities, recognized for (1) excellence, relevance, and value in education; and (2) responsiveness to regional, state, and national needs through its programs, service, scholarship, and research*” (Pennsylvania’s State System, 2016, p.4). Thus, the proposed program aligns specifically with four major strategic goals of the state system as outlined in the 2020 Strategic Plan as follows:

1. Ensure academic program excellence and relevance:

- The proposed Master of Science in Athletic Training will produce graduates with a master's degree from an athletic training educational program that is accredited by CAATE. CAATE accreditation and graduate eligibility for and success on the NATA Board of Certification Examination (Board of Certification, 2017) will validate both excellence and relevance of the proposed program.
- Relevance will also be assured by oversight by the proposed program's advisory board. The Athletic Training Advisory Board will represent stakeholders in the athletic training profession, in health care, at Clarion University and its student body, and in the local community. Board members will include working athletic training professionals such as clinical preceptors and athletic administrators, a member of the community, current Clarion students, program graduates, and Clarion University faculty and administration. The advisory board will provide input on new initiatives, program changes, market trends, and the athletic training and educational needs of key constituents.
- Student learning outcomes and program outcomes will be regularly assessed as indicated in the proposed program's assessment plan. Student learning outcomes and program outcomes will be aligned with the following industry standards: *Standards for Accreditation of Professional Athletic Training Programs* (CAATE, 2015a) and the NATA Board of Certification Examination (Board of Certification Examination, 2017). The program will survey alumni and employers of graduates to ensure that program outcomes and graduate competencies and skill sets are rated as satisfactory or higher. Assessment results will be used for continuous improvement and to ensure that the program is of the highest quality and excellence.
- Students will be engaged in high-impact practices (HIP) throughout the program's curriculum. Theory-based courses will be assimilated with hands-on simulation laboratory experiences, clinical practicum experiences, and student research projects. Deliberate integration of these high-impact learning experiences into the program's curriculum will enhance student learning and retention.
- Students in the proposed Master of Science in Athletic Training will complete clinical practicum experiences in house at Clarion's Tippin Gymnasium Athletic Training Facility as well as at local and regional high schools. Additional contractual agreements will be pursued with local and regional health care organizations so athletic training students have the opportunity to complete ample clinical rotations in orthopedic medicine. These clinical practicum rotations will strengthen Clarion University's ties to local and regional communities and will allow Clarion students to provide important health care services to citizens of the Commonwealth.

2. Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship:

- Students in the proposed Master of Science in Athletic Training will complete 12 credits of varied clinical practicum rotations. During these rotations, students will be engaged with seasoned athletic training professionals from whom they will receive coaching and mentoring. While working under the direct supervision of clinical site preceptors, students will practice and refine their clinical athletic training knowledge and skills. These real-life experiences afford rich in-depth learning opportunities that will help students develop clinical competency and mastery that prepare them to function as effective athletic training practitioners. Moreover, clinical rotation experiences and close interaction with clinical preceptors help students form a sense of professional identity and belonging in their chosen field of athletic training.
  - Clinical rotations required in the proposed program will facilitate student interaction with various athletes, coaches, and physicians. This will enhance students' development of effective communication, leadership, interpersonal skills, and professionalism.
  - The curriculum of the proposed program incorporates cutting edge sports medicine technology that will prepare students to function as leading practitioners in their field. Students will gain competency in athletic training clinical practice through use of unique and state-of-the-art industry systems, such as the Fusionetics Performance Healthcare system, that combine technology and sports medicine with the goal of optimizing human physical performance.
  - Graduates of the proposed program will have the requisite knowledge and skills to sit for the NATA Board of Certification Examination.
  - The proposed program will support Clarion University in its ongoing mission to provide affordable educational opportunities for students who seek to earn a graduate degree from a regionally-accredited university in Pennsylvania's State System of Higher Education.
3. Develop new funding strategies, diversify resources, and manage costs to preserve affordability:
- While the proposed Master of Science in Athletic Training will require new additional resources, it will also maximize existing resources at Clarion University. Existing classroom and laboratory space at Clarion University in Ralston Hall and in the Tippin Gymnasium Athletic Training Facility as well as the Simulation Lab in Ralston Hall will be utilized for the proposed program. In addition to existing equipment, some new athletic training equipment will be required for the classroom education of students in the proposed program but costs for new equipment will be phased in gradually. The required equipment is durable and will therefore serve the athletic training program for 15 or more years. Additionally, athletic training faculty will seek opportunities for partial funding of equipment through external grants.
  - Through a partnership model, the proposed program will leverage existing resources supplied by local and regional organizations including schools and health care facilities. Students will complete some of their clinical practicum

rotations at various agencies under the supervision of athletic training preceptors who are employed by the clinical practicum agencies.

4. Increase accountability and transparency; focus on results:

- Data about graduation and retention rates of students in the proposed Master of Science in Athletic Training will be collected and published on the program's home web page and in the *Clarion University Fact Book* that is accessible to the public via Clarion University's website. Indeed, CAATE accreditation mandates that specific program outcomes data be published on the program's home web page for the purpose of transparency and accountability to the general public.
- The proposed program's assessment activities are integral to the university's Middle States accreditation and will also be essential to the program's CAATE accreditation status. Student learning and program outcomes will be regularly assessed. The results of these assessment activities will be shared with Clarion University faculty, staff, and administration; the Athletic Training Advisory Board; the university's Institutional and Student Learning Assessment Committee (ISLAC); and with CAATE as appropriate.

### **Appropriateness to University Mission and Strategic Plan**

Clarion University has outlined four strategic goals to guide the university's planning efforts for 2013 - 2018. The proposed program aligns with these goals as follows:

1) Encourage student, faculty and staff success

- The proposed Master of Science in Athletic Training will produce master's-prepared athletic trainers who will meet the academic standards of the profession and will be prepared to function at a professional level. Graduates also will be positioned to enroll in doctoral degree programs. Consequently, the proposed program will function to support the ongoing personal and professional development and long-term career advancement of Clarion athletic training alumni.
- The proposed program's curriculum utilizes a cadre of high-impact practices and experiential learning that supports student success and also supports the university's goal to grow programs worthy of national recognition.

2) Create equitable, diverse environments

- Students in the proposed program will complete clinical practicum rotations that will offer inherently diverse environments with diverse populations of sports, sports medicine, other healthcare professionals, athletes, non-athletes, and families.

3) Expand our engagement with society

- Students in the proposed Master of Science in Athletic Training will make positive and important contributions as they complete clinical experiences, workshops,

and other collaborative efforts in their field, with various agencies, and at Clarion University. In fulfillment of the program's experiential learning assignments, athletic training students will serve local and regional communities and will help provide care to their citizens.

- Clarion's athletic training faculty will work closely with students via the current Athletic Training Club. The club is a vibrant and active student organization that engages frequently and meaningfully with local and regional communities and, in doing so, projects Clarion as an engaged and resourceful community-focused organization. The Athletic Training Club will continue to function in this capacity relative to the proposed master's degree program.
- Athletic training faculty members facilitate Clarion University's engagement with society in meaningful ways. As highly active members of national, regional, and local professional societies, Clarion's athletic training faculty connect Clarion University to the athletic training profession. Athletic trainer practitioner and faculty member, Mr. Jim Thornton, served as president of the National Athletic Trainers' Association (NATA) for four years during which time he presided over approximately 44,000 athletic trainer members. Mr. Thornton also served on the NATA Board of Directors. Further, the clinical education coordinator of Clarion's athletic training program will represent the university during regularly-scheduled visits to clinical practicum sites for the proposed program.

4) Thrive financially

- The proposed Master of Science in Athletic Training, through marketing initiatives, will attract additional students seeking graduate level educational opportunities and will thereby support enrollment and enhance the financial strength of Clarion University.
- While the program will require new resources, it will also leverage existing resources at Clarion University.

### **Appropriateness to College and School Strategic Plan**

The mission of the College of Health and Human Services is “. . . to educate future health care professionals in the fields of allied health, communication sciences and disorders, rehabilitation sciences, human services, nutrition and fitness, nursing and sport sciences.” The proposed master's degree supports this mission and aligns with the following goals and strategies from the *2014 – 2019 College of Health and Human Services Strategic Plan*.

Goal 1. Promote Excellence in Education and Practice.

Strategy a. Create new academic degree programs that help address the needs of society.

- Concussion management and chronic traumatic encephalopathy (CTE) are highly relevant and important trending sports medicine topics that place athletic trainers at the center of national-level discussions about best practices related to the role of the athletic trainer. The NATA as well as the Korey Stringer Institute,

the American College of Sports Medicine, the American Academy of Pediatrics, the American Medical Association, and the American Society for Sports Medicine all advocate that every high school in the U.S. employ at least one athletic trainer (Pryor et al., 2015)

- The proposed Master of Science in Athletic Training will help address society's need for athletic training professionals who will function as "healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities" (Commission on Accreditation of Athletic Training [CAATE], 2015).
- Between 2014 and 2024, the demand for athletic trainers is projected to "grow by 21% - much faster than the average for all occupations" (U.S. DOL, BLS, 2017b) at the national level and by 23% at the state level (Center for Workforce Information and Analysis [CWIA], 2017). As discussion about provision of athletic trainer services in public schools progresses, a logical assumption holds that recommendations from national sports medicine organizations for an increased presence of athletic trainers will be heeded and will result in an even greater demand for these individuals. The proposed program will therefore help meet workforce needs by filling positions in a variety of organizations including universities, elementary and secondary schools, hospitals, fitness centers, physician offices, military, law enforcement, and for professional artists and sports teams (U.S. DOL, BLS, 2017a).

### Goal 3. Foster Professional and Civic Engagement

Strategy a. Facilitate involvement of students in learning experiences that feature community engaged partnerships.

Clarion University's current bachelor's level athletic training students are engaged in community partnerships through the Athletic Training Club. Athletic Training Club members participate in an annual Thanksgiving food drive, local Special Olympics events held annually each spring semester, and state-wide Special Olympic events held annually in the summer. Additionally, Athletic Training Club members help with the provision of first aid at all concert events at Clarion University. This level of community engagement will continue with master's degree athletic training students enrolled in the proposed program.

Strategy c. Maintain and enhance community partnerships.

- The clinical practicum experiences in the proposed program will provide opportunities for students to engage with community-based athletic and health care professionals and to provide service to community athletes and non-athletes requiring care. These relationships and activities will strengthen partnerships between Clarion University and the community.

- The Athletic Training Advisory Board will enhance community partnerships by facilitating networking opportunities and encouraging collaboration among members of local and regional health care and educational organizations, Clarion University, and community members.

## Need

### Sustainable Needs Analysis

#### Profession, Labor, and Employment Trends

Between 2014 and 2024, the demand for athletic trainers is projected to “grow by 21% - much faster than the average for all occupations” (U.S. DOL, BLS, 2017b) at the national level and by 23% at the state level (Center for Workforce Information and Analysis [CWIA], 2017). Likewise, EMSI Analyst predicts that nationwide the need for athletic trainers will grow by 14.3% during the period 2014-2020 (EMSI Analyst, 2017). The 2015 national median salary for athletic trainers was \$44,670 (U.S. DOL, BLS, 2017b) while the 2015 median salary for athletic trainers in Pennsylvania was \$43,070 (U.S. DOL, BLS, OES, 2017).

The demand for athletic trainers is expected to continue to grow as awareness of the need for and benefit of athletic training services increases among the general public, and as professional organizations continue to promote athletic trainers as being essential to the health and safety of athletes of all ages. A 2015 benchmark study by Pryor et al. (2015) on the prevalence of athletic training services in public secondary schools revealed that 30% of schools provided no athletic training services to their students (Pryor et al., 2015). Instead, medical decisions related to athletes in schools were typically left to coaches and other sports administrators (Pryor et al, 2015). Of the high schools in this study that had athletic trainers on staff, 63% did not have a full-time athletic trainer (Pryor et al, 2015). Findings of Pryor et al.’s (2015) study goes against the recommendations of numerous national organizations. The NATA as well as the Korey Stringer Institute, the American College of Sports Medicine, the American Academy of Pediatrics, the American Medical Association, and the American Society for Sports Medicine all advocate that every high school in the U.S. employ at least one athletic trainer (Pryor et al., 2015). As the discussion about provision of athletic trainer services in public schools progresses, a logical assumption holds that recommendations from these national organizations will be heeded and will result in an increased demand for athletic trainers.

**Regional and national market demand.** The need for the proposed Master of Science in Athletic Training is supported by market data tied to occupational needs in the Commonwealth of Pennsylvania. According to EMSI Analyst (2017), only two universities in the Clarion region produce Athletic Trainers. In 2015, the last year for which data was available, these two universities produced 35 athletic training graduates at the bachelor’s degree level. EMSI Analyst (2017) predicts that in the Clarion region, the need for athletic trainers will increase by 8.6% during the period 2014-2020.

Graduates of the proposed program will be prepared to function not only as athletic trainer practitioners, but they will also be viable candidates for other positions including health educators and medical equipment and supplies sales representatives. These occupations - health educators and medical equipment and supplies sales representatives – are included on the statewide and regional 2016-2017 High Priority Occupations Lists published by the Pennsylvania’s Center for Workforce Information and Analysis (CWIA, 2016). High priority occupations are those that are “in demand by employers, have higher skill needs and are most likely to provide family sustaining wages” (CWIA, 2016).

**Demand for master’s-prepared athletic trainers as health educators and medical equipment sale representatives.** As master’s-prepared athletic trainers who will be qualified

to assume positions as health educators and medical equipment and supplies sales representatives, graduates of the proposed program will help meet occupational needs of the Commonwealth. Both health educators and medical sales representatives are identified as high priority occupations on Pennsylvania's statewide and regional 2016 High Priority Occupations Lists (Center for Workforce Information and Analysis [CWIA], 2016).

### **Demand for Program among Current and Prospective Students**

Clarion University has had a partnership with CalU to provide coursework in Athletic Training and, as previously mentioned, CalU has pulled out of the partnership. The coursework in the partnership was delivered via ITV from CalU to Clarion; Clarion served as the remote/receiving site for the ITV coursework. Clarion students participated in clinical practicums at Clarion and were supervised by Clarion faculty. Because of the quality of the clinical practicums, Clarion graduates passed the NATA Board of Certification examination at a greater rate than the CalU students.

The chart below shows program enrollment in Clarion's B.S. Liberal Studies concentration in Athletic Training:

AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016*
44	47	48	44	43	32

\*AY 2016--no longer admitting new students to the program

Anecdotal information from Clarion University's athletic training faculty indicate that use of Clarion University as the remote ITV site in the collaborative program had a deleterious effect on enrollment. Simply put; Clarion students did not like the ITV delivery format, and many students dropped from the program during their first year. Further, prospective athletic training recruits have shown little interest in earning Clarion's bachelor's degree in liberal studies. The proposed Master of Science in Athletic Training will aid recruiting since it will provide prospective students with a recognizable and marketable degree.

Student demand for the proposed program will grow as Clarion is able to deliver the entire program face-to-face and as graduates will earn a degree in Athletic Training rather than a degree in liberal studies with a concentration in Athletic Training. Demand for the proposed program will also grow as awareness of the need for and benefit of athletic training services increases among the general public, and as professional organizations continue to promote athletic trainers as being essential to the health and safety of athletes of all ages. National-level discussion and policy recommendations about concussion management and chronic traumatic encephalopathy (CTE) emphasize the need for provision of athletic trainer services in public schools. As students of all ages have increased interaction with athletic trainers, familiarity with the profession as an allied health career option will also increase. An expanded awareness of athletic training, coupled with a favorable job outlook for the profession and the appeal to students of earning a graduate level degree will support student demand for the proposed program. Additionally, student demand will be expanded locally at Clarion University if, as planned, an accelerated bachelors to masters (3+2) option is created through the articulation of Clarion's Bachelor of Science degree in Nutrition and Fitness and the proposed Master of Science in Athletic Training.

### **Uniqueness of the Program**

The proposed Master of Science in Athletic Training is unique because of the strength of its curriculum and experiential learning opportunities that derive from unique faculty expertise and connectedness within the field of athletic training. Faculty have specialized experience with the Fusionetics Human Performance System which is used by top-ranked college and major league sports teams including the Cleveland Cavaliers, Kansas City Chiefs, Detroit Red Wings, and the Chicago Bulls. This cutting-edge treatment approach combines technology and sports medicine with the goal of optimizing human physical performance, reducing injuries, and speeding recovery. Clarion's proposed athletic training curriculum will develop students' proficiency in application of this unique technology, and, as a result, graduates of the proposed program will be competitively advantaged in the job market. Additionally, Clarion University has in place a fully operational simulations laboratory equipped with high-tech mannikins that can be programmed to simulate symptoms and conditions that athletic trainers are likely to see in real world settings. The simulations laboratory will allow Athletic Training students to develop and perfect skills with mannequins prior to their hands-on clinical experiences working with humans.

Clarion University athletic training faculty have acquired substantive experience and expertise that stems from professional relationships with the founder and president of the National Academy of Sports Medicine, and faculty members' professional connectedness has contributed unique intellectual value to Clarion's proposed program. Further, Clarion University athletic training faculty are active members of professional associations such as NATA. Athletic training faculty member, Mr. Jim Thornton, served as president of NATA for four years during which time he presided over 44,000 athletic trainer members. Additionally, Mr. Thornton served on the NATA Board of Directors. Mr. Thornton is therefore highly regarded in the athletic training field and will use his connectedness to the advantage of the proposed program and enrolled students. Other Clarion athletic training faculty are also active members of NATA as well as the Eastern Athletic Trainers Association (EATA) and the Pennsylvania Athletic Trainers Society (PATS). The strong professional interface between Clarion's athletic training faculty and their desire to interact meaningfully with students will create unique and relevant learning opportunities that result in both student and program success.

Clarion's unique interdisciplinary certificate in concussion management will provide an additional option for students enrolled in the program. This distinct concussion management certificate includes coursework in post-concussive social and emotional wellness and recovery, cognitive-communication disorders associated with brain injury, controversies and implication of concussions in sport, and teaching students with traumatic brain injury. Since athletic trainers in high school settings are often the point person for athletes with concussions, the interdisciplinary nature of the coursework provides athletic trainers with the comprehensive knowledge and skills required for total recovery of athletes in schools.

### **Enrollment Projections**

The rationale for projected enrollment in the proposed Master of Science in Athletic Training stems from factors related to Clarion's existing undergraduate athletic training program that is currently offered in collaboration with CalU. The mean five-year enrollment for the Clarion undergraduate program from 2012 – 2016 is 42.8 students (*Clarion University Fact Book 2015-2016; Clarion University Fact Book 2016-2017*). As previously mentioned, the ITV delivery model was limiting as many students desired face-to-face coursework and interaction with faculty.

The proposed Master of Science in Athletic Training will rectify ITV issues and will support recruitment efforts of Clarion's athletic training faculty. Like other college and university athletic

training faculty who successfully recruit students while attending national, state, and local athletic training professional conferences, Clarion's athletic training faculty will have a relevant and appealing graduate level program to present to prospective students.

Considering aforementioned enrollment-related factors of the Clarion/California undergraduate athletic training program, expected enrollment in the proposed master's program in the first year is 20 new students. A 10% increase in each subsequent fall semester is projected contingent upon effective marketing strategies. This conservative enrollment estimate yields yearly enrollment figures that gradually increase so that they align with the mean five-year enrollment of 42.8 students for the existing undergraduate collaborative athletic training program (Clarion University Fact Book 2015-2016; Clarion University Fact Book 2016-2017).

The following table identifies five-year enrollment projections for the proposed program. 30% attrition is used in the following enrollment projection model.

Status	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
<b>Full-time, first year</b>	20	22	24	27	29
<b>Full-time, second year</b>	N/A	14	15	17	19
<b>Total</b>	20	36	39	44	48

Enrollment growth in the proposed Master of Science in Athletic Training will be supported through articulations with undergraduate degree programs at Clarion University, namely the Bachelor of Science degree in nutrition and fitness to establish an accelerated bachelors to masters (3+2) option. Additionally, enrollment growth will be facilitated by ample clinical practicum capacity for students in the proposed program. Athletic training students currently complete clinical practicum experiences in house at Clarion's Tippin Gymnasium Athletic Training Facility and at local and regional high schools. There is also opportunity to form additional contractual agreements with local and regional health care organizations so athletic training students have the opportunity to complete ample clinical rotations in orthopedic medicine.

#### **Capacity Analysis if Program is offered at other State System Universities**

The following universities in Pennsylvania's State System of Higher Education offer master's level athletic training programs.

<b>State System University</b>	<b>Program name</b>
Bloomsburg University	MS, Clinical Athletic Training
California University	MS, Athletic Training
East Stroudsburg University	MS, Athletic Training Advanced Clinical Practice MS, Athletic Training, Professional Practice Program
Lock Haven University	MS, Athletic Training, Entry Level (Proposed)

Slippery Rock University	MS, Athletic Training, Entry Level (Proposed)
West Chester	MS, Athletic Training, Post Baccalaureate

National and state level market data support the need for athletic training professionals. Between 2014 and 2024, the demand for athletic trainers is projected to “grow by 21% - much faster than the average for all occupations” (U.S. DOL, BLS, 2017b) at the national level and by 23% at the state level (Center for Workforce Information and Analysis [CWIA], 2017). Still, assessing capacity of master’s level athletic training programs at State System universities in relationship to occupational demand is challenging because graduate level programs at Lock Haven and Slippery Rock are currently being proposed and therefore have net yet yielded enrollment data.

Data on graduate level athletic degrees conferred from 2011 through 2015 were collected from fact books for Bloomsburg, East Stroudsburg, and West Chester. Five-year graduation data assessed for these three State System universities showed an increase in total graduates from 31 to 54 during this five-year period. While this is an increase of 74%, it cannot be determined if a similar percentage increase trend is occurring across all State System athletic training programs. Additionally, it is unknown whether this trend will be evident when athletic training programs convert to graduate level programs. Given the increased focus at the national level on the role of athletic trainers in concussion management and chronic traumatic encephalopathy (CTE) and the likely resulting increased need for athletic trainers, the proposed Master of Science in Athletic Training at Clarion will help to meet the need for qualified practitioners.

### Academic Integrity

#### **Program/Department Goals (as outlined in the most recent Academic Program Review)**

The goals of the proposed Master of Science in Athletic Training are as follows:

1. To prepare athletic training graduates for success on the Association Board of Certification Examination (BOC).
2. To prepare athletic training graduates who model the character, integrity, and leadership of professional athletic trainers.
3. To prepare athletic training graduates who function as competent practitioners in a variety of employment settings.

#### **Student Learning Outcomes for the Program**

Student learning outcomes for the proposed Master of Science in Athletic Training are as follows.

Students will:

1. Describe the relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.
2. Demonstrate proficiency in competencies specific to the practice of athletic training as identified by NATA.
3. Apply athletic training competencies and practice standards in a variety of clinical settings with diverse patient populations

## Program Objectives

The following table identifies program goals, associated student learning outcomes, and courses in which outcomes will be assessed.

Student Learning Outcomes and Assessment Timelines		
Program Goal	Student Learning Outcome <b>The graduate will:</b>	Courses in which Outcome will be Assessed
Goal #1. To prepare athletic training graduates for success on the NATA Board of Certification Examination (BOC).	<ol style="list-style-type: none"><li>1. Describe the relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.</li><li>2. Demonstrate proficiency in competencies specific to the practice of athletic training as identified by NATA.</li></ol>	ATTR 525, ATTR 535, ATTR 540, ATTR 545, ATTR 550, ATTR 555, ATTR 510, ATTR 611, ATTR 612, ATTR 650, ATTR 665, ATTR 675, ATTR 685, ATTR 690
Goal #2. To prepare athletic training graduates who model the character, integrity, and leadership of professional athletic trainers.	<ol style="list-style-type: none"><li>1. Describe the relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.</li></ol>	ATTR 690 ATTR 535, ATTR 680
Goal #3. To prepare athletic training graduates who function as competent practitioners in a variety of employment settings.	<ol style="list-style-type: none"><li>2. Demonstrate proficiency in competencies specific to the practice of athletic training as identified by NATA.</li><li>3. Apply athletic training competencies and practice standards in a variety of clinical settings with diverse patient populations</li></ol>	ATTR 530, ATTR 540, ATTR 545, ATTR 550, ATTR 555, ATTR 660, ATTR 665, ATTR 670, ATTR 675, ATTR 685 ATTR 510, ATTR 611, ATTR 612

## **Curriculum Overview and Degree Requirements**

### **Master of Science, Athletic Training Curriculum Format**

#### **Athletic Training, Core Courses (43 credits)**

ATTR 525 Applied Anatomy for the AT	3
ATTR 530 Advanced Movement Dysfunction & Corrective Exercise	3
ATTR 535 Foundations of Athletic Training	3
ATTR 540 Acute Emergency Care of Athletic Injuries	3
ATTR 545 Management of Lower Extremity Injuries (with lab)	4
ATTR 550 Kinesiology for the AT	3
ATTR 555 Therapeutic Modalities (with lab)	4
ATTR 660 Management of Upper Extremity, Head, Neck, & Cervical Spine (with lab)	4
ATTR 665 Therapeutic Exercise (with lab)	4
ATTR 670 Exercise Physiology	3
ATTR 675 Diagnosis & Disposition of Sport Related Illnesses	3
ATTR 685 Pharmacology & Supplements in Sport	3
ATTR 690 Athletic Training Professional Development Leadership	<u>3</u>
	<b>43</b>

#### **Capstone Experience (3 credits)**

ATR 680 Research & Evidence Based Practice in Sports Medicine	3
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#### **Athletic Training, Clinical Practicum (12 credits)**

ATTR 510 Clinical Practicum 1	4
ATTR 611 Clinical Practicum 2	4
ATTR 612 Clinical Practicum 3	<u>4</u>
	<b>12</b>

**Total MS Athletic Training Credits = 58**

## Master of Science, Athletic Training Curriculum Course Map

Fall, Year 1		
Prefix	Course Name	Credits
ATTR 525	Applied Anatomy for AT	3
ATTR 530	Adv Mvmt Dys & Corr Exercise	3
ATTR 535	Foundations of Ath Training	3
ATTR 540	Acute Emer Care of Ath Injuries	3
	<b>Total</b>	12

Spring, Year 1		
Prefix	Course Name	Credits
ATTR 545	Mgmt of Lower Extremity	4
ATTR 550	Kinesiology for the AT	3
ATTR 555	Therapeutic Modalities	4
ATTR 510	Clinical Practicum 1	4
	<b>Total</b>	15

Fall, Year 2		
Prefix	Course Name	Credits
ATTR 660	Mgmt Upper Ext., Head, Neck, Cervical Spine	4
ATTR 665	Therapeutic Exercise	4
ATTR 670	Exercise Physiology	3
ATTR 611	Clinical Practicum 2	4
	<b>Total</b>	15

Spring, Year 2		
Prefix	Course Name	Credits
ATTR 675	Diagnosis & Dispositions of Sport Related Illnesses	3
ATTR 680	Research & EBP in Sports Med	3
ATTR 685	Pharmacology & Supplements in Sport	3
ATTR 690	AT Prof Dev & Ldrs	3
ATTR 612	Clinical Practicum 3	4
	<b>Total</b>	16

## **Learning Experiences and Instructional Methods**

Students enrolled in the proposed Master of Science in Athletic Training will participate in a variety of meaningful learning experiences and instructional methods that will prepare them to function effectively in the workforce. The rigorous, comprehensive, and integrated curriculum of the proposed program will inform and empower students to function as competent and resourceful professional athletic trainers.

Students in the proposed program will complete 720 hours of supervised athletic training clinical practicum rotations that entail high impact practices. Moreover, during clinical practicum rotations, students will be engaged with seasoned athletic training professionals from whom students will receive coaching and mentoring. While working under the direct supervision of clinical site preceptors, students will practice and refine their clinical knowledge and skills. These real-life experiences afford rich, in-depth, and profound student learning opportunities that not only help students develop clinical competency and mastery, but also help them form a sense of identity and belonging in their chosen field of athletic training.

Students in the proposed program will also complete a capstone course that centers on evidence-based practice in sports medicine. Students will be immersed in culminating advanced-practice studies in athletic training professional development, administration, and leadership.

## Course Offerings

Descriptions for all courses offered in the curriculum of the proposed Master of Science in Athletic Training follow.

**ATTR 525 Applied Anatomy for the AT**

**3 credits**

This course delivers the content of specific anatomy for the athletic training student. An understanding of the process of tissue healing of bone, tendon and the muscular systems is critical for the athletic training student in the diagnosis and treatment of injuries sustained in sport. Origin, insertion, action and the eccentric responsibility of the muscular system will be addressed extensively so that later classes in movement analysis and corrective exercise can be understood. This course will investigate the various musculoskeletal structures of the human body. Students will learn and apply palpatory techniques in identifying musculoskeletal structures.

At the conclusion of the course, students will be able to:

- 1) Understand the relationship of palpable anatomy while incorporating an understanding of the overlying tissues;
  - 2) Demonstrate knowledge of bilateral comparison of anatomical points;
  - 3) Distinguish between and locate identical landmarks on different individuals;
  - 4) Differentiate between palpable bony and soft tissue landmarks, joint landmarks, muscle location, and neurovascular structures to determine normal or pathological state;
  - 5) Differentiate between the layers of tissue surrounding certain anatomical structure;
  - 6) Think critically and analyze different bony and muscular systems of the body;
  - 7) Describe how the kinetic chain affects movement and subsequent potential injury

**ATTR 530 Advanced Movement Dysfunction & Corrective Exercise**

**3 credits**

This course will investigate the nuances of human movement and the corrective strategies associated with dysfunction. The course will also enhance athletic training students

understanding of the Fusionetics Performance Healthcare System. This course is intended to provide healthcare professionals with the necessary knowledge base, understanding of theory and concepts and application to objectively evaluate human movement, performance and recovery of patients.

At the conclusion of the course, students will be able to:

- 1) Describe the purpose and function of the Fusionetics Performance Healthcare system;
- 2) Review and demonstrate knowledge of current concepts and principles of human movement science;
- 3) Demonstrate knowledge of common causes for human movement dysfunction
- 4) Identify common human movement impairments through static and dynamic assessments as defined by the Fusionetics Performance Healthcare system;
- 5) Demonstrate knowledge of current concepts and principles of corrective exercise techniques including manual therapy, joint mobilization, self myofascial release, muscular lengthening, muscular activation (positional isometrics and isolated activation), and muscular re-education techniques
- 6) Assess and implement the Fusionetics Performance Healthcare system with a patient and explain the rational for implementation
- 7) Explain current concepts, principles, and practices of human recovery;
- 8) Assess patients utilizing the Fusionetics Performance Healthcare system to generate a rest and recovery score and implement recovery techniques to enhance recovery

#### **ATTR 535 Foundations of Athletic Training**

**3 credits**

This course introduces students to the history of athletic training and will provide the student with a thorough understanding of common injuries and illnesses associated with an athletic and active population. Students will be introduced to the methods of evaluation and differential diagnosis.

At the conclusion of the course, students will be able to:

- 1) Understand the history of athletic training and how the profession is part of the sports medicine field;
- 2) Recognize the signs and symptoms associates w3ith common athletic injuries and illnesses;
- 3) Understand the difference between on the field and off the field evaluations;
- 4) Develop the skills necessary to accurately assess an injury and begin the development of an initial treatment plan; become familiar with the policies and procedures of the athletic training facility as well as begin following the regulations that govern the profession of athletic training.

#### **ATTR 540 Acute Emergency Care of Athletic Injuries**

**3 credits**

This course will prepare students to make appropriate decisions regarding first aid care and to act skillfully on those decisions. Students will be required to successfully complete the American Heart Association Basic Life Support (BLS) examination for CPR and AED. Students will also address special concerns in the athletic population such as equipment removal, stabilization, and airway management. Acute Emergency Care of Athletic Injuries will allow students the opportunity to critically think while practice first aid and CPR skills in a controlled environment and to critical thinking, making life-saving decisions on practice manikins. Whether medical or trauma in nature, upon successful completion of this course, students will have the knowledge and skills to adequately assess and care for a wide variety of illnesses and injuries until advanced level responders arrive.

At the conclusion of the course, students will be able to:

- 1) Demonstrate skills associated with primary and secondary assessments of a victim and provide emergency, lifesaving care including choking prevention, CPR, and AED use;
- 2) Demonstrate knowledge in proper assessment of vital signs and demonstrate use of equipment used to conduct vital sign assessment;
- 3) Recognize and care for victims of traumatic injury, severe bleeding, shock, and environmental injuries;
- 4) Demonstrate how to competently remove sports equipment for a cervical spine injured athlete and perform appropriate immobilization techniques for victims of musculoskeletal injuries;
- 5) Accept the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer and utilities evidence-based practice in the evaluation and treatment of injuries to the physically active;
- 6) Demonstrate knowledge of appropriate referral protocol given the emergency scenario (emergency action plan).

#### **ATTR 545 Management of Lower Extremity Injuries**

**4 credits**

This course entails the study of the recognition, differential diagnosis, evaluation techniques and special testing of injuries to the lower extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. These processes and procedures will be demonstrated in the lab setting.

At the conclusion of the course, students will be able to:

- 1) Explain the role of evidence in the clinical decision making process;
- 2) Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments;
- 3) Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness;
- 4) Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process;
- 5) Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition;
- 6) Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.

#### **ATTR 550 Kinesiology for the AT**

**3 credits**

This course is based on the scientific, evidence-based, and clinical foundations of athletic training and sports medicine. Kinesiology utilizes principles of mechanics, musculoskeletal anatomy, and neuromuscular physiology. This course will prepare students to analyze movement in order to properly prescribe, teach and correct, as well as rehabilitate and improve human performance and fitness levels

At the conclusion of the course, students will be able to:

- 1) Understand muscle function and joint action;
- 2) Define the mechanics of movement;
- 3) Perform structural and functional analysis of daily-living and sport-related activities.

**ATTR 555 Therapeutic Modalities 4 credits**

This course presents the role of therapeutic interventions in altering the body's response to pathological conditions. Upon completion of this course, students will be proficient in applying therapeutic modalities to aide in the healing process of injured tissue.

At the conclusion of the course, students will be able to:

- 1) Apply and interpret clinical outcomes to assessment patient status, progress, and changes using psychometrically sound outcome instruments;
- 2) Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention;
- 3) Describe the relationship between the application of therapeutic modalities and incorporation of active and passive exercise and/or manual therapies including therapeutic massage, myofascial techniques, and muscle energy techniques;
- 4) Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regresses, or discontinued;
- 5) Explain the theory and principles relating to the expected physiological response(s) during and following therapeutic interventions.

**ATTR 510 Clinical Practicum 1 4 credits**

This course permits the athletic training student to gain clinical and administrative skills through experiences with interscholastic and intercollegiate teams in the athletic training room and competition areas. Additionally, students complete the 1st level clinical evaluations on a one to one basis with their preceptors as part of the athletic training program's learning over time model. Further, the student's competency is assessed as part of preparation for 2nd level practicum and proceeding athletic training education courses.

At the conclusion of the course, students will be able to:

- 1) Interact with a variety of allied health care providers;
- 2) Demonstrate professional demeanor in the allied health setting;
- 3) Perform the duties of an athletic trainer on actual patients with preceptor supervision
- 4) Properly interact with athletic administration and make return to participation decisions with appropriate preceptor oversight;
- 5) Demonstrate competency in administrative tasks, clinical skills and knowledge with supervision by a preceptor.

**ATTR 660 Management of Upper Extremity, Head, Neck, and Cervical Spine 4 credits**

This course entails the study of the recognition, differential diagnosis, evaluation techniques and special testing of injuries to the lower extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. These processes and procedures will be demonstrated in the lab setting.

At the conclusion of the course, students will be able to:

- 1) Explain the role of evidence in the clinical decision making process;
- 2) Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments;
- 3) Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness;
- 4) Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process;
- 5) Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition;

- 6) Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed

**ATTR 665 Therapeutic Exercise****4 credits**

The focus of this course is to address the IV Domain of Athletic Training: Treatment and Rehabilitation. This course includes the principles, methods, theories, and application of rehabilitation techniques as they relate to athletic injuries. Upon completion of this course, students will be confident and competent in the design of appropriate rehabilitation protocols and prescriptions for individual body segments. The student will also possess the knowledge of healing phases and the proper testing techniques necessary in determining the return to participation status for a patient.

At the conclusion of the course, students will be able to:

- 1) Demonstrate an understanding of terminology associated with therapeutic exercise used in athletic training and sports medicine;
- 2) Describe the 3 phases of tissue healing and demonstrate proper progressions of rehabilitation throughout the healing phases and into return to play;
- 3) Develop the ability to document a plan of care for a rehabilitation program including progress notes, short/long term goals, and rehab program;
- 4) Identify and perform proper flexibility techniques, joint mobilization techniques, and soft tissue manipulation techniques using in the prevention, treatment, and rehabilitation of orthopedic injuries;
- 5) Describe and perform a multitude of therapeutic exercises using various pieces of exercise equipment and possess the ability to improvise as necessary;
- 6) Identify therapeutic exercise equipment, techniques, and principles and understand contraindications and proper application of each component;
- 7) Demonstrate the practical skills necessary in recondition the athlete to a level of pre-injury fitness through an exercise program.

**ATTR 670 Exercise Physiology****3 credits**

This course involves the application of beginning and more advanced anatomical and physiological processes to human movement, physical performance, and rehabilitation.

At the conclusion of the course, students will be able to:

- 1) Understand the storage, mobilization, and utilization of metabolic fuels at rest and during exercise;
- 2) Understand the hormonal, metabolic, bone, muscular, cardiovascular, and respiratory responses to acute exercise and their adaptations to exercise training;
- 3) Understand the roles of nutrition in exercise training;
- 4) Understand the application of exercise for weight control, in special populations, and in the treatment of diabetes, cardiovascular disease and/or hypokinetic diseases.

**ATTR 611 Clinical Practicum 2****4 credits**

This course permits the athletic training student to gain clinical and administrative skills through experiences with interscholastic and intercollegiate teams in the athletic training room and competition areas. Additionally, students complete the 2<sup>nd</sup> level clinical evaluations on a one to one basis with their preceptors as part of the athletic training program's learning over time model. Further, the student's competency is assessed as part of preparation for 3<sup>rd</sup> level practicum and proceeding athletic training education courses.

At the conclusion of the course, students will be able to:

- 1) Interact with a variety of allied health care providers;
- 2) Demonstrate professional demeanor in the allied health setting;
- 3) Perform the duties of an athletic trainer on actual patients with preceptor supervision
- 4) Properly interact with athletic administration and make return to participation decisions with appropriate preceptor oversight;
- 5) Demonstrate competency in administrative tasks, clinical skills and knowledge with supervision by a preceptor.

**ATTR 675 Diagnosis & Disposition of Sport Related Illnesses                            3 credits**

This course is designed to provide the learner with information regarding diseases and conditions addressed in the profession of athletic training. Included are illnesses/condition recognition, assessment, differential diagnosis, referral, and treatment of a variety of different patient populations.

At the conclusion of the course, students will be able to:

- 1) Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases;
- 2) Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: cardiac arrhythmia or arrest, asthma, traumatic brain injury, exertional heat stroke, hyponatremia, exertional sickling, anaphylactic shock, and lightning strike;
- 3) Identify the signs, symptoms, and interventions and, when appropriate, the return-to participation criteria, for sudden cardiac arrest; brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture; heat illness including heat cramps, heat exhaustion, exertional heat stroke, and hyponatremia; exertional sickling associated with sickle cell trait; rhabdomyolysis; internal hemorrhage; diabetic emergencies including hypoglycemia and ketoacidosis; asthma attacks; systemic allergic reactions including anaphylactic shock; epileptic and non-epileptic seizures; shock; hypothermia; frostbites; toxic drug overdoses; and local allergic reaction.

**ATTR 680 Research & Evidence Based Practice in Sports Medicine                            3 credits**

This course is designed to provide the learner with information regarding diseases and conditions addressed in the profession of athletic training. Included are illnesses/condition recognition, assessment, differential diagnosis, referral, and treatment of a variety of different patient populations.

At the conclusion of the course, students will be able to:

- 1) Finalize a research topic and question;
- 2) Complete a thorough literature review;
- 3) Develop methodology required for research;
- 4) Submit and get approval for an IRB document;
- 5) Demonstrate understanding of fundamental statistical procedures required to analyze results; pilot test procedures; write a paper that is publishable in a peer reviewed journal or presentable at local, state, district, or national athletic training meeting.

**ATTR 685 Pharmacology & Supplements in Sport    3 credits**

Students examine the pathophysiology of general medical conditions and the pharmacological interventions used in the management of disease and disability, the management and administration of over the counter and prescription medications, performance enhancing

substances, their pharmacokinetics and pharmacodynamics, and how physical activity is altered by their use and abuse

At the conclusion of the course, students will be able to:

- 1) Describe basic principles of pharmacology including pharmacodynamics and pharmacokinetics;
- 2) Describe various medications used for general medical conditions;
- 3) Explain the processes in which various medications work;
- 4) Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs;
- 5) Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences.

### **ATTR 690 Athletic Training Professional Development and Leadership      3 credits**

This course addresses the administration and organization of athletic training facilities. Students will learn basic management theory, budget preparation, purchase of equipment/modalities, legal and ethical considerations, athletic training facility design, medical record keeping, risk management, and public relations. Students will also learn professional development and continuing standards required for the profession.

At the conclusion of the course, students will be able to:

- 1) Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care;
- 2) Describe the role and function of the National Athletic Trainers' Association and its influence on the profession;
- 3) Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards;
- 4) Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts;
- 5) Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis;
- 6) Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.

### **ATTR 612 Clinical Practicum 3      4 credits**

This course permits the athletic training student to gain clinical and administrative skills through experiences with interscholastic and intercollegiate teams in the athletic training room and competition areas. Additionally, students complete the 3<sup>rd</sup> level clinical evaluations on a one to one basis with their preceptors as part of the athletic training program's learning over time model. Further, the student's competency is assessed as part of preparation for completion of the MS AT program.

At the conclusion of the course, students will be able to:

- 1) Interact with a variety of allied health care providers;
- 2) Demonstrate professional demeanor in the allied health setting;
- 3) Perform the duties of an athletic trainer on actual patients with preceptor supervision
- 4) Properly interact with athletic administration and make return to participation decisions with appropriate preceptor oversight;
- 5) Demonstrate competency in administrative tasks, clinical skills and knowledge with supervision by a preceptor.

### **Description of How Courses Support Program Goals and Student Learning Outcomes**

The curriculum for the proposed Master of Science in Athletic Training is iterative. Courses are deliberately sequenced so students first acquire fundamental athletic training knowledge and skills and then integrate and apply knowledge and skills at increasing levels of complexity. This purposeful integration ensures acquisition of student learning outcomes and also promotes fluency and retention of content.

The table below shows courses in the proposed Master of Science in Athletic Training that contain information, knowledge, and skills relevant to each student learning outcome. All courses are new with the exception of ATTR 535 and 540. These two courses are revised and augmented versions of existing courses taught in the current bachelor's level athletic training program.

<b>Student Learning Outcomes Courses that Integrate Information Relevant to Outcomes</b>	
<b>Student Learning Outcome The graduate shall:</b>	<b>Courses that Integrate Information Relevant to the Outcome</b>
1. Describe the relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.	ATTR 535 ATTR 680 ATTR 690
2. Demonstrate proficiency in competencies specific to the practice of athletic training as identified by the NATA.	ATTR 525      ATTR 555 ATTR 530      ATTR 660 ATTR 540      ATTR 675 ATTR 545      ATTR 680 ATTR 550      ATTR 685
3. Apply athletic training competencies and practice standards in a variety of clinical settings with diverse patient populations	ATTR 510 ATTR 611 ATTR 612

### **Program Structure/Administration**

The proposed Master of Science in Athletic Training will reside in the Department of Human Services, Rehabilitation, Health and Sport Sciences (HSRHSS). This academic department is in the College of Health and Human Services. The Chair of HSRHSS reports to the Dean of the College.

CAATE requires accredited athletic training programs to appoint specific key program personnel. Key personnel include a full-time program director, a full-time clinical education coordinator, and a medical director.

CAATE stipulates that the program director have a programmatic administrative and supervisory responsibility assignment that is “consistent with other similar assignments within the degree-granting institution” and have “administrative release time that is equivalent to similar health care programs in the institution” (CAATE, 2015a, p. 4). CAATE also mandates that the program director have “full college voting rights as defined by institutional policy that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions” (CAATE, 2015a, p. 4). The program director’s responsibilities “must include the following:

- ongoing compliance with CAATE accreditation standards;
- planning, development, implementation, delivery, documentation, and assessment of all components of the athletic training program’s curriculum;
- clinical education; and
- programmatic budget” (CAATE, 2015a, p. 4).

The athletic training program director reports to the Chair of the HSRHSS who, in turn, reports to the Dean of the College of Health and Human Services. The athletic training program director and the department chair will work collaboratively to carry out the day-to-day administration of the proposed master’s degree program.

Examples of day-to-day administrative activities required for the proposed Master of Science in Athletic Training include:

- coordinate course schedule and course offerings;
- coordinate faculty teaching assignments;
- coordinate program assessment including attainment of student learning outcomes and facilitate program changes as needed;
- coordinate technology needs with computer support staff and distance education staff;
- coordinate program admission with Admissions staff;
- work with Marketing and Communication to develop marketing strategies for program;
- collect CAATE and university assessment data and prepare assessment and other reports; and
- work with transfer coordinator, as needed.

The Dean of the College of Health and Human Services, the program’s medical director, and the Athletic Training Advisory Board will support the athletic training program director and department chair to ensure that day-to-day functions of the program are effectively carried out.

The clinical education coordinator is charged by CAATE with overseeing the clinical experiences of students enrolled in the program and must also be “allowed release time/reassigned workload to meet the institutional responsibilities for clinical education” (CAATE, 2015a, p. 4). The athletic training clinical education coordinator “must assure the following:

- student clinical progression;

- clinical site evaluation;
- student evaluation;
- preceptor training; and
- preceptor evaluation" (CAATE, 2015a, p. 4).

The athletic training program director and department chair, medical director, and Athletic Training Advisory Board will support the clinical education coordinator in his/her role.

The medical director must be a MD/DO who is licensed to work in Pennsylvania. The medical director "must, in coordination with the program director, serve as a resource and medical content expert for the program" (CAATE, 2015a, p. 4). Historically, Douglas Fugate, M.D. has functioned as the team physician for Clarion University and as the medical director of Clarion's current athletic training program. Dr. Fugate is an orthopedic surgeon who is affiliated with the Center for Othopaedics and Sports Medicine in Indiana, Pennsylvania and has privileges at Punxsutawney Area Hospital in Punxsutawney, Pennsylvania.

### **Program Entrance Requirements and Progression in the Major**

Prerequisites for entrance to the proposed Master of Science in Athletic Training entail 22-23 credits of course work in human anatomy and physiology, basic biology, general chemistry or chemistry for allied health students, nutrition, general psychology, and health education.

Entrance to the two-year master's program will be granted to individuals who:

- Meet all Clarion University requirements for graduate admission;
- hold a bachelor's degree from an accredited college or university with a minimum QPA of 3.0 (out of 4.0);
- submit 3 letters of recommendation and an essay related to athletic training;
- complete a successful interview with Clarion's athletic training faculty; and
- satisfy all specific prerequisite course requirements of the proposed program.

Progression in the major requires maintaining a minimum GPA of 3.0 and earning a minimum grade of "B" in all required athletic training courses.

Opportunities will be sought for future articulations between the proposed Master of Science in Athletic Training and Clarion University baccalaureate degree programs for the purpose of establishing an accelerated bachelors to masters (3+2) option. A 3+2 option will allow students to enroll in the proposed program as freshmen. Students who complete the 3+2 option will earn both an undergraduate and graduate degree from Clarion in a five-year period. Clarion's Bachelor of Science degree in Nutrition and Fitness is an example of an undergraduate degree program that presents a viable opportunity for seamless articulation with the proposed Master of Science in Athletic Training.

### **Student Support/Advisement**

Students in the proposed Master of Science in Athletic Training will have the same level of academic advisement and student support services provided to all other similar Clarion University degree-seeking students. Students in the proposed program will be advised by athletic training faculty or by the department chairperson. Faculty have training and experience in academic advising and will utilize effective methods of student interaction. Faculty will

maintain office hours during which time they will be available to students for consultation and advisement face-to-face.

Additionally, Clarion University provides many support services to increase the success, retention, and graduation rate students. Support services available to all students include Student Orientation, Acclimation, and Retention (SOAR), tutoring services, counseling, student advocate services, student success coaches, disability support services, food and resource pantry, and writing center. Support services available to lower income and/or underrepresented minority graduate students include the RUBIES and Golden Eagle Men's Success (GEMS). Faculty will support students in these programs and will participate in other university programs that foster early intervention with students who are at the most risk for failure.

Clarion University also supports students who are military veterans. Clarion is a military friendly university and actively seeks out and supports veterans through its Veterans Outreach Resources program, its Student Veterans Association, and its dedicated Veterans lounge.

## Collaboration and Coordination with Others

### **Exploration of Collaboration with other STATE SYSTEM Universities**

Clarion is committed to maximizing student success and will therefore work with other State System universities to accept transfer credits into the proposed program. Articulation agreements between the proposed Master of Science in Athletic Training and other state system university baccalaureate degree programs will be sought.

### **Coordination with other Departments/Units on Campus**

Opportunities will be sought for future articulations between the proposed Master of Science in Athletic Training and Clarion University baccalaureate degree programs for establishing an accelerated bachelors to masters (3+2) option. A 3+2 option will allow students to enroll in the proposed program as freshmen. Students who complete the 3+2 option will earn both an undergraduate and graduate degree from Clarion in a five-year period. Clarion's Bachelor of Science degree in Nutrition and Fitness that is in the same academic department as athletic training is an example of an undergraduate degree program that presents a viable opportunity for seamless articulation with the proposed Master of Science degree in athletic training.

Opportunities for articulations with other academic programs external to the HSRHSS Department for additional 3+2 options will continuously be sought. The success that the HSRHSS Department has had with collaborating with other departments at Clarion University on numerous academic program initiatives will support articulation efforts between the proposed athletic training program and other academic programs. Additionally, the proposed program will require regular use of the Tippin Gymnasium Athletic Training Facility. Since this facility is used by Clarion's athletic programs, the HSRHSS Department chair along with athletic training faculty will coordinate schedules with Clarion University's athletic director.

### **Coordination with Outside Agencies, Corporations, etc.**

Clarion University's College of Health and Human Services has numerous contractual partnerships with local and regional agencies that provide clinical practicum rotations for

students enrolled in health sciences programs. These partnerships help connect Clarion University to the community and allow Clarion students to have an integral role in the provision of health care services to members of the Commonwealth.

A representative from each of Clarion's partnering clinical sites will sit on the Athletic Training Advisory Board to lend professional expertise and ensure relevancy of the program.

### **Clinical Placement Sites**

Clarion University currently has agreements with health care and educational organizations within a 20-mile radius of Clarion, Pennsylvania to provide clinical practicums for the existing collaborative degree program. These partnering organizations are critical to the education of and success our athletic training students. Each partnering organization was chosen specifically to enhance athletic training students' educational opportunities and to prepare them to function effectively as future clinicians. As a result, students graduate with the requisite knowledge and skills to function effectively as athletic trainers and also have a solid understanding of the expectations that employers have of them as working professionals.

Clarion University's athletic training faculty have been in discussion with key personnel at local and regional agencies relative to providing additional clinical practicum rotations to students in the proposed M.S. in Athletic Training program. Additional clinical sites will be recruited by Clarion's athletic training faculty on an ongoing basis.

Anticipated clinical placement sites for the proposed M.S. in Athletic Training program include:

- Clarion Area High School
- Clarion Limestone High School
- Clarion YMCA
- Clarion Hospital Rehabilitation
- Clarion Hospital Emergency Room
- Keystone High School
- North Clarion High School
- Redbank High School
- Brookville High School
- Union High School
- AC Valley High School
- Clarion University Health Services

## **Assessment Plan and Accreditation**

### **Assessment Plan and Process for the Program**

A systematic plan of assessment will be implemented for the proposed Master of Science in Athletic Training to satisfy accreditation requirements of CAATE and Clarion University's Institutional and Student Learning Assessment Committee (ISLAC). Assessment of the proposed program will be comprehensive and multi-tiered. Assessment activities will include an annual graduate survey, annual employer survey, organizational evaluation of faculty and student evaluation of faculty in accordance with guidelines in APSCUF's Collective Bargaining Agreement, and student evaluation of athletic training clinical preceptors and clinical sites.

Data from all evaluations will be used to assess program strengths and weaknesses. Action plans will be implemented to enhance program effectiveness with the goal of better supporting educational needs of students. Details of evaluation instruments that are unique to the proposed program's outcomes assessment follow.

**Graduate survey.** Each year six months post May graduation, graduate surveys will be sent to all students in that year's graduating cohort. Graduates will be asked to report basic demographic information along with occupational descriptive data to include type of employment, time spent at current occupation, and current professional credentials. Graduates will also be asked to provide feedback regarding the training and education they received in Clarion University's athletic training program. Specific survey items will assess graduates' perceptions of the appropriateness and applicability of course work, knowledge-base and skill proficiency acquired, and their overall level of job readiness as a program graduate.

**Employer survey.** After graduate surveys have been returned and evaluated, surveys will be sent to all employers identified by graduates in returned graduate surveys. Employers will be asked to evaluate graduates on competencies including appropriate knowledge and educational preparedness (demonstrated clinical athletic training skills); ability to effectively relate with peers, medical and sport professionals, and patients during provision of athletic training services; and professionalism and leadership.

**Student evaluation of clinical preceptors and clinical sites.** Students in the proposed program will evaluate all primary clinical preceptors and clinical rotations completed in the semester. Examples of criteria on which students will evaluate clinical preceptors include availability for assistance, provision of quality clinical experiences, clinical instruction, and providing timely feedback on clinical activities. Examples of criteria on which students will evaluate clinical rotations include adequacy of orientation to policies and procedures, amount and variety of modern equipment and supplies, and adequate number and variety of clinical procedures.

**CAATE-required outcomes assessment.** As a requirement for CAATE accreditation, the proposed program must have a comprehensive plan for continuous assessment. CAATE requires that assessment measures be "unique metrics that reflect the specific program, department, or colleges" and that "assessment tools relate to the program's stated educational mission, goals and objectives to the quality of instruction, student learning, and overall program effectiveness" (CAATE, 2015a). Specifically, the proposed program will be required to report pass rates of graduates on the NATA Board of Certification (BOC) Examination. Aggregate data for the program's most recent three-year test cycle must be reported on the program's web page of Clarion University's web site. CAATE-accredited athletic training programs must have a three-year aggregate BOC pass rate of 70% or higher (CAATE, 2015a).

Program Assessment Plan		
Program Goal and Objectives	Assessment Method	Criterion
Goal #1. To prepare athletic training graduates for success on the NATA BOC Examination.	BOC pass rates	3-year aggregate BOC pass rate of 70% or higher

Goal #2. To prepare athletic training graduates who model the character, integrity, and leadership of professional athletic trainers.	Employer survey	80% of employers will rate the graduate as satisfactory or higher
	Graduate Survey	80% of graduates will rate the program as satisfactory or higher
Goal #3. To prepare athletic training graduates who function as competent practitioners in a variety of employment settings.	Employer survey	80% of employers will rate the graduate as satisfactory or higher
	Graduate Survey	80% of graduates will rate the program as satisfactory or higher

In addition to annually reporting aggregated pass rate data for the BOC Examination to CAATE, athletic training faculty in the proposed Master of Science in Athletic Training will report relevant assessment data to Clarion University's Institutional and Student Learning Assessment Committee (ISLAC). Assessment data will be used for program improvement and may include, but will not be limited to, changes in course content and clinical practicum experiences, course offerings and sequencing, library holdings, and facilities.

### **Process to Collect and Evaluate Student-Learning Outcomes Data for Program Improvement**

While content that relates to student learning outcomes may be covered in more than one class in the proposed program's curriculum, assessment data relative to these outcomes will be collected in specifically designated classes.

The assessment plan for student learning outcomes will ensure that the proposed Master of Science in Athletic Training is achieving its intended goals for student learning. Successful achievement of student learning outcomes will be determined through various methods including course embedded assessments. Course artifacts specific to student learning will be a significant source of data for the student learning outcomes assessment.

The following table illustrates when each student learning outcome will be assessed, how it will be assessed (assessment tool), and the criterion used to determine if the outcome has been met.

<b>Assessment of Student Learning Outcomes</b>			
<b>Student Learning Outcome The graduate will:</b>	<b>When Outcome will be Assessed</b>	<b>Assessment Tool</b>	<b>Criterion</b>
1. Describe and incorporate relevant	ATTR 535, Fall 1 ATTR 680, Spring 2	ATTR 535: Semester	At least 75% of students will earn 70% or higher on

standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.	ATTR 690, Spring 2	project ATTR 680: Capstone Research Project ATTR 690: Team Leadership Project	all assessment tools.
2. Demonstrate proficiency in competencies specific to the practice of athletic training as identified by NATA.	ATTR 510, Spring 1 ATTR 611, Fall 2 ATTR 612, Spring 2	ATTR 510: examinations and case studies ATTR 611: case studies, clinical case project ATTR 612: clinical evaluations	80% of students will receive passing scores on preceptor's clinical evaluation  Students will achieve a minimum score of 2 on a scale of 1 – 3 on all applicable areas of clinical evaluation.
3. Apply athletic training competencies and practice standards in a variety of clinical settings with diverse patient populations.	ATTR 545, Spring 1 ATTR 660, Fall 2	ATTR 545: AT Patient evaluation and rehabilitation project ATTR 660: Witness surgical procedure, initiate rehabilitation and re-entry plan project according to physician communication and surgical rehab protocol	75% of students will earn 70% or higher based on evaluation and rehabilitation plan  All students will earn a passing grade on Surgical case project per physician input and evaluation of results.

Student learning outcome data will be compiled by athletic training faculty and shared with the dean, the chair of the HSRHSS, ISLAC, and CAATE as appropriate. Data from student learning assessment, as with program assessment, will be used for program improvement. If benchmarks for student learning outcomes are not met, revisions will be made to the syllabus, sequence of course topics, time spent on a topic, course activities, assignments, text book or readings, or other areas so as to facilitate student achievement of learning outcomes.

### **Plan for Achieving Specialized Accreditation**

Specialized programmatic accreditation is available through CAATE. The mission of CAATE is to “develop, maintain, and promote minimum education standards for quality athletic training programs” (CAATE, 2015a). CAATE is sponsored by the American Academic of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers’ Association (CAATE, 2015a). Additionally, CAATE is recognized by the Council for Higher Education Accreditation (CHEA).

Accreditation through CAATE is voluntary and is initiated only when requested by an institution that meets the criteria for sponsorship as identified in the CAATE *Standards*. CAATE conducts a comprehensive review of the program relative to the *Standards*. The normal accreditation process (from submission of self-study through CAATE accreditation decision) takes from a minimum of 12 months to as much as 24 months depending on when various steps are taken and reached in the accreditation process" (CAATE, 2015a). CAATE mandates that all aspects of a program must be functioning at the time the self-study is submitted. Accreditation decisions are based on CAATE's review of information contained in the accreditation application and self-study report, the report of site visit evaluation teams, the annual report, and any additional requested reports or documents submitted (CAATE, 2015b).

To be eligible for the Board of Certification (BOC) credentialing examination, athletic training exam candidates must be a graduate of a CAATE-accredited program (CAATE. 2015b). Clarion's athletic training faculty will therefore work closely with CAATE to ensure that program graduates meet this requirement. "If accreditation is granted, it is considered active as of the date of the last day of the site visit" (CAATE. 2015b). Initial accreditation is a maximum of 5 years, and continuing accreditation is a maximum of 10 years, although the actual length of awarded accreditation will be determined by CAATE.

An approximated accreditation timeline table for CAATE accreditation follows.

CAATE Approximate Accreditation Timeline		
Activity/Action	Responsible Party	Projected Completion Date
<p>Clarion registers with CAATE and makes formal application for accreditation for the MS, Athletic Training program.</p> <p>Registration must occur at least 6 months prior to submitting the self-study.</p> <p>Annual accreditation fee must be submitted at time of registration (currently \$1,500).</p>	AT Program Director and Faculty  Necessary Endorsements: President Dean	Targeted date: July 1, 2018
<p>Clarion submits self-study to CAATE.</p> <p>Cannot be submitted sooner than 6 months prior to submitting the self-study (CAATE recommends 12 - 24 months).</p> <p>Must be submitted to CAATE by July 1<sup>st</sup> of the academic year preceding a site visit.</p> <p>All Clarion University and STATE SYSTEM approvals of proposed program must be received prior to submitting self-study.</p> <p>All aspects of the program must be functioning at the time the self-study is submitted.</p> <p>Self-study and site visit fee must be submitted (currently is \$5,000). Covers all site visit expenses.</p>	AT Program Director and Faculty	Targeted date: July 1, 2019
<p>CAATE assigns a site visit team to Clarion.</p> <ol style="list-style-type: none"> <li>1. If necessary, additional information is requested by site visit team.</li> <li>2. Site visit is scheduled 4 – 8 months after receipt of self-study.</li> </ol>	CAATE	
<p>Site visit</p> <p>Occurs between October 1<sup>st</sup> and and February 15<sup>th</sup>. All key university personnel must be available.</p>	CAATE site visit team Clarion President, Provost, Assoc. Provost Dean, Assistant Dean Department Chair AT Faculty, Others	Targeted Date: Between October 1, 2019 and February 15, 2020.
<p>Post site visit and accreditation recommendation from CAATE.</p> <p>Site visit report is returned to program approximately 6 – 8 weeks post site visit.</p> <p>Program personnel must respond to request for additional information (rejoinder) within 90 days of receiving report and requests.</p> <p>CAATE makes accreditation decision 6 – 8 months after receiving rejoinder.</p> <p>Programs that receive positive accreditation decision are considered to be accredited as of last day of on-site visit.</p>	CAATE  Clarion AT Program Director and Faculty	Targeted Date: March 2020

## Resource Sufficiency

### Current and Future Facilities and Equipment Resource Sufficiency

Adequate classroom and laboratory space exists for the proposed Master of Science in Athletic Training. Labs will be taught in Tippin Gymnasium Athletic Training Facility and the Simulation Laboratory in Ralston Hall. Classroom space is available in Tippin Gymnasium and in Ralston Hall. Additional athletic training equipment will be required for the classroom education of students. An initial calculation for necessary equipment totals approximately \$23,000.

Equipment costs will be phased in gradually. The required equipment is durable and will therefore serve the athletic training program for 15 or more years. Additionally, athletic training faculty will seek opportunities for partial funding of equipment through external grants.

Item	Quantity	Price	Total
3B Scientific 1/4 Life-Size Muscle Figure, 2-Part	4	\$ 550.00	\$ 2,200.00
Goniometer	10	\$ 10.00	\$ 100.00
Tape measure	10	\$ 5.00	\$ 50.00
Tablet (Ipad)	8	\$ 600.00	\$ 4,800.00
Tape supplies	1	\$ 800.00	\$ 800.00
Casting/ Splinting	1	\$ 300.00	\$ 300.00
Otoscope	2	\$ 899.95	\$ 1,799.90
backboard and Straps	4	\$ 300.00	\$ 1,200.00
BVM	4	\$ 20.00	\$ 80.00
CPR Pocket masks (case 50)	1	\$ 80.00	\$ 80.00
Air ways (oral and nasal)	1	\$ 50.00	\$ 50.00
C-collars	4	\$ 20.00	\$ 80.00
tourniquet	4	\$ 10.00	\$ 40.00
Sam Splints	4	\$ 10.00	\$ 40.00
Gauze	1	\$ 40.00	\$ 40.00
Glucose monitor	2	\$ 50.00	\$ 100.00
BP Cuff	4	\$ 40.00	\$ 160.00
stethoscope	4	\$ 20.00	\$ 80.00
Slings	4	\$ 7.00	\$ 28.00
Rectal Temp?	1	\$ 200.00	\$ 200.00
Suction	4	\$ 80.00	\$ 320.00
O2 Equipment	4	\$ 10.00	\$ 40.00
Combo Unit (Ultrasound, E-Stim, Laser)	2	\$ 3,000.00	\$ 6,000.00
TENS Unit	1	\$ 90.00	\$ 90.00
Ionto	1	\$ 400.00	\$ 400.00
paraffin Bath	1	\$ 300.00	\$ 300.00
Foam Rollers	20	\$ 6.00	\$ 120.00
thera band	3	\$ 150.00	\$ 450.00
foam balance pad	4	\$ 50.00	\$ 200.00
IASTM tools	1	\$ 300.00	\$ 300.00
BAPS Board	1	\$ 500.00	\$ 500.00
Body Comp?	1	\$ 71.00	\$ 71.00
Peak Flow	4	\$ 20.00	\$ 80.00
scale/ Height Rod	1	\$ 440.00	\$ 440.00
Skin Fold	4	\$ 169.00	\$ 676.00
Grip Strength	1	\$ 230.00	\$ 230.00
Refractometer	4	\$ 120.00	\$ 480.00
<b>TOTAL</b>			<b>\$ 22,924.90</b>

## **Current and Future Library Resource Sufficiency**

Students enrolled in the proposed Master of Science in Athletic Training will hold student membership with the National Athletic Training Association. Membership in this professional association will grant student access to leading refereed professional journals in the discipline of athletic training. Additionally, students will have access to Clarion University's library system. Therefore, no additional library resources are necessary.

## **Current and Future Faculty Resource Sufficiency**

Faculty resources for the proposed Master of Science in Athletic Training must meet the requirements of CAATE. CAATE identifies that a minimum of two full-time faculty members are required for accredited athletic training programs to fulfill the titles of "program director" and "clinical education coordinator." CAATE specifies that the program director and clinical education coordinator be granted sufficient time so that the educational and administrative responsibilities related to the program are appropriately met. Consequently, adequate release time for program coordination is necessary each semester for the program director and clinical education coordinator. CAATE further mandates that release time be consistent with other similar assignments within the university (CAATE, 2015a). Also, CAATE stipulates that the program director must "have full college voting rights as defined by institutional policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions" (CAATE, 2015a). This suggests that the program director's position must be tenured or tenure-track.

Currently Clarion employs three master's-prepared, certified, and licensed athletic trainers who provide full-time clinical services to all students who play team sports at Clarion University. All three practitioners also teach part-time in Clarion's athletic training concentration within the Bachelor of Science degree in liberal studies.

To meet in-load workload equivalents and course preps for graduate level instruction, to provide student advisement and office hours as defined by APSCUF's Collective Bargaining Agreement, and to meet CAATE accreditation requirements for program personnel, the proposed master's level program will require the following faculty resources:

Year 1, fall semester	(2) 100% faculty positions
Year 1, spring semester	(2) 100% faculty positions and (1) 60% faculty position
Year 2, fall semester	(4) 100% faculty positions
Year 2, spring semester	(4) 100% faculty positions and (1) 20% faculty position.

A summary of the qualifications of current athletic training faculty members is below. This table does not identify all courses that each faculty member is qualified to teach.

Name	Degree	Current/Proposed Teaching Responsibilities	Scholarship or Professional Credentials Related to Proposed Program
Kristen Curreri	MS Degree	ATTR 535, ATTR 510, ATTR 611, ATTR 685	ATC, CES
Michael Chesterfield	MPRT Degree	ATTR: 540, ATTR 555, ATTR 665, ATTR 612	ATC, CES
James Thornton	MS Degree	ATTR 530, ATTR 545, ATTR 660, ATTR 690	ATC, PES, CES
Additional Faculty	PhD	ATTR 525, ATTR 555, ATTR 665, ATTR 612	ATC

### Current and Future Clerical Staffing Resource Sufficiency

The current clerical support for the Department of HSRHSS in which the current athletic training concentration is housed will be used to support the proposed master's program in the first year. The need for a 75 - 100% clerical position and dedicated student worker is anticipated as the proposed program grows.

### Financial Resources for CAATE Accreditation

The proposed Master of Science in Athletic Training will require financial resources related to CAATE initial accreditation. Currently, the cost of applying for initial accreditation through CAATE is \$1,500 (CAATE, 2017). Upon submission of the first self-study report, an additional \$5,000 fee will be incurred by Clarion (CAATE, 2017). This fee will cover CAATE's review of the self-study report and costs associated with a corresponding site visit by CAATE evaluators. Additionally, Clarion will be assessed an annual CAATE accreditation fee. The 2018-2019 annual CAATE accreditation fee is identified as \$4,500 (CAATE, 2017). The funds for these fees will derive from the current accreditation account at Clarion.

### Required New Courses and Faculty and/or Elimination of Existing Courses

The following table identifies the courses in the curriculum and faculty needed to teach the courses. Courses with an asterisk are revised versions of courses that are currently taught in the exiting undergraduate Clarion athletic training program.

Fall 1			Proposed Instructor
Prefix	Course Name	Credits	
ATTR 525	Applied Anatomy for AT	3	New Faculty
ATTR 530	Adv Mvmt Dys & Corr Exercise	3	James Thornton
* ATTR 535	Foundations of Ath Training	3	Kristen Curreri
* ATTR 540	Acute Emer Care of Ath Injuries	3	Michael Chesterfield
Spring 1			
ATTR 545	Mgmt of Lower Extremity	4	James Thornton
ATTR 550	Kinesiology for the AT	3	New Faculty
ATTR 555	Therapeutic Modalities	4	Michael Chesterfield
ATTR 510	Clinical Practicum 1	4	Kristen Curreri
Fall 2			
ATTR 660	Mgmt Upper Ext., Head, Neck, Cervical Spine	4	James Thornton
ATTR 665	Therapeutic Exercise	4	Michael Chesterfield
ATTR 670	Exercise Physiology	3	New Faculty
ATTR 611	Clinical Practicum 2	4	Kristen Curreri
Spring 2			
ATTR 675	Diagnosis & Disp Sport Related Illnesses	3	New Faculty
ATTR 680	Research & EBP in Sports Med Capstone	3	New Faculty
ATTR 685	Pharm & Supplements in Sport	3	Kristen Curreri
ATTR 690	AT Prof Dev & Leadership	3	James Thornton
ATTR 612	Clinical Practicum 3	4	Michael Chesterfield

### Courses that will be Eliminated

Only two courses offered by Clarion in the undergraduate program have been revised for use in the master's program and have been retitled ATTR 535 and ATTR 540; all other undergraduate courses in the undergraduate program are being eliminated. In addition to renaming ATTR 535 and 540, content of these two courses has also been modified. All other courses in the proposed program are new.

All course changes and newly proposed courses have been submitted for approval to Clarion University's Committee on Curricula and Programs of Study.

### Funding Source for Startup Costs

The proposed program is expected to attract new students to Clarion University thus supporting university enrollment. Credit production in the proposed program is therefore expected to fully fund salaries of program faculty. The financial benefit of the proposed program will be compounded because students enrolled in the proposed program will function as student

athletic trainers who, in conjunction with their athletic training faculty, provide athletic training services to some Clarion University athletes.

## Five-Year Budget Projection and Budget Narrative

The spreadsheet that follows demonstrates five-year budget projections

**Please Submit in MS Excel format, do not convert to PDF or paste into Word for submission**

Current in-state Tuition Rate per Credit	\$483.00	Please use \$483 unless the program is indicated as a high cost and/or demand program	
Current out-of-state Tuition Rate per Credit	\$725.00	Please use your current out-of-state tuition rate	
Full-Time Credit Load	29	Please enter the number of annual credits for full-time status	
Part-Time Credit load	0	Please enter the number of annual credits for part-time status	
In-state Instructional Support Fee	\$76.35	Please enter the in-state instructional support fee rate. Please enter a formula or the exact amount for the Instructional Support Fee below (row 24) for each year.	
Out-of-state Instructional Support Fee	\$114.45	Please enter the out-of-state instructional support fee rate. Please enter a formula or the exact amount for the Instructional Support Fee below (row 24) for each year.	
% of Total Revenue for Administrative Expense	20%	Please use 20% unless otherwise noted	

### Five-Year Budget Projection M.S. in Athletic Training

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		18	12	21	13	23	15	26	17	28
Out-of-state Full-Time Headcount Enrollment		2	2	1	2	1	2	1	2	1
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	580		1044		1131		1276		1392	
<b>Estimated Revenue</b>										
Tuition Generated	\$294,176		\$525,306		\$567,327		\$637,362		\$693,390	
Instructional Support Fee	\$46,493		\$81,919		\$88,562		\$99,632		\$108,489	
External Grants and Contracts										
Other										
<b>Estimated Total Revenue</b>	\$340,669		\$607,225		\$655,889		\$736,994		\$801,879	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$91,476	\$149,129	\$212,187	\$221,659	\$433,846	\$0	\$433,846	\$0	\$433,846	\$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)			\$44,862	\$0	\$49,502	\$0	\$49,502	\$0	\$49,502	\$0
Learning Resources (Student Pay)										
Instructional Equipment		\$23,000								
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$68,134		\$121,445		\$131,178		\$147,399		\$160,376	
Other		\$4,500	\$4,500		\$4,500		\$4,500		\$4,500	
<b>Estimated Total Expenses</b>	\$336,239		\$604,653		\$619,026		\$635,247		\$648,224	
<b>Estimated Financial Impact of New Program</b>	\$4,430		\$2,572		\$36,863		\$101,748		\$153,655	

<b>NARRATIVE/ASSUMPTIONS</b>	
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	For all rows in the spreadsheet (in-state, out-of-state, full-time, and part-time), please use your university's current retention rate for university, college, or department when entering the values in the spreadsheet. Only revenue for <i>new students</i> (new to the university) and continuing <i>new students</i> (existing) are reflected in this budget. <i>Existing students</i> in years 2-5 are defined as continuing <i>new students</i> .
<b>ESTIMATED REVENUE</b>	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the 5-year budget projection. Do not anticipate tuition rate increases in the projected budget.
Instructional Support Fee	Use your university's currently approved instructional support fee for each year of the 5-year budget projection. Please include the budgetary figures used in the budget assumption section on the top of the worksheet (rows 8-9) and either use a formula or an exact amount for each year's Instructional Support Fee (row 24). Exclude technology tuition fee revenue.
Additional Program Generated Revenue	If applicable, identify specific additional (onetime or reoccurring) revenue impacting the programs budget.
External Grants & Contracts	External Grants and contracts must be in hand (not planned or hoped for)
Other	If applicable, identify specific annual funding source(s) until program reaches financial breakeven.
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	Salaries/benefits for APSCUF must be what is currently approved contractually at time of proposal submission. Please provide rank and step for all positions listed.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistancess, etc.)	Salaries/benefits for SCUPA and AFSCME must be what is currently approved contractually at time of proposal submission. Please provide rank and step for all positions listed.
Learning Resources	
Instructional Equipment	
Facilities and/or modifications	Expenses related to New facilities or modification to existing facilities
Administrative Expense	When calculating the 'Administrative Expense', ONLY 'Tuition Generated' and 'Instructional Support Fee' are included, i.e., only 20% of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students. The cells in the spreadsheet will calculate this expense.
Other	

## References

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**Item 6**

**Approval of the Proposed Master of Science in Athletic Training**

**RESOLVED**, that the Council of Trustees, Clarion University of Pennsylvania, approve the Master of Science in Athletic Training to move forward to the Board of Governors of the State System of Higher Education for final approval.

**Clarion University**  
**Information Items for July 20, 2017 Council of Trustees' Meeting**  
**List of Purchases \$19,400 and Above**

<i><b>Approved by Trustees' Finance Committee - April 7, 2017</b></i>					
<b>Vendor</b>	<b>General Description</b>	<b>Department</b>	<b>Purchase Order Total</b>	<b>Contract Begin Date</b>	<b>Contract End Date</b>
Knepper Press	Clarion Magazine	PAGES	\$66,000.00	6/22/2017	6/30/2019
Terra Works	Steam Line Replacement	Facilities	\$912,219.00		
Demans Team Sports	Athletic Apparel, uniforms & accessory	Athletics	\$900,000.00	6/12/2017	6/30/2020
Detweiler Roofing	Marwick-Boyd Roof Replacement	Facilities	\$490,400.00		
CS Technologies	Joint Clarion & Edinboro PC/Laptop	Computing Services	\$450,000.00	6/30/2017	6/30/2019
AEC Group	IT Enterprise - Class Storage	Computing Services	\$255,000.00	3/30/2017	6/30/2022

## Clarion University Presidential Plan

June 2016 - July 2018: July 2017 Update

### Strategically Focused Priorities

C = Completed 10 Action Items

N = Not started 2 Action Items

I = In progress 8 Action Items

#### Priority 1: Student Success & Enrollment

##### Actions

- 1.1: Commission the Provost to complete an 18-month enrollment plan. (I)
- 1.2: Conduct a national search to recruit a new AVP for enrollment. (C)
- 1.3: Admit, retain and graduate increasing numbers of students. (C)
- 1.4: Prepare students for employment. (C)
- 1.5: Infuse high impact practices into the curriculum. (C)

##### Results

- 1.1 : Under development to be completed by September 1, 2017.  
(Not Done)
- 1.2 : Search committee appointed and process is on track to recruit a new AVP by 7/17.
- 1.3 : Spring 2017 increased enrollment in transfer students and specific areas of study continued. Increased retention of current students.
- 1.4 : Continue to grow the CU Mentor Program, currently the program has 112 mentors and 63 new mentees.
- 1.5 : Increasing the number of Freshmen Seminars ; Continued support of undergraduate research.

**Priority 2: Resource Generation**

<u>Actions</u>	<u>Results</u>
2.1: Continue to advocate increased state funding; (I)	2.1 : Meeting with state elected officials to discuss increased state funding for 2017-18. Working to address an estimated \$4M budget deficit for FY18.
2.2: Complete a private fundraising campaign to fund student scholarships, improve facilities, and operational priorities; (I)	2.2 : Campaign is underway with a planned completion Fall 2018.
2.3: Continue to work with the University Taskforce on Pricing in order to determine our future approach to the price (i.e. tuition, fees) we charge students; (I)	2.3 : The Pricing Taskforce has completed its work and suggested we not pursue any changes in pricing at this time.
2.4: Commission the VP Finance & Administration to conduct a credible review of business practices with the hope of making those practices more palatable to the entire academic community. (I)	2.4 : The VP has been commissioned, details are forthcoming.
2.5: Ensure optimal stewardship of resources. Established Staffing Review Committee. (I)	2.5 : On-going efforts to reduce spending to align with actual revenues.

**Priority 3: Faculty & Staff Development & Success**

<u>Actions</u>	<u>Results</u>
3.1: In order to ensure that a diverse professional development approach is offered to faculty and staff, a review will be conducted to describe the existing offerings. (N)	3.1: Collect information.
3.2: Commission a task force to review the current approach and recommend our future approach to employee professional development. (N)	3.2: Developing the charge for the Taskforce as well as Taskforce membership.
3.3: Meet with the leadership of all the faculty and staff governance groups to discuss how best to go forward in order to ensure productive relationships with faculty and staff. (C)	3.3: Meeting occurred September 21. They asked for suggestions. None have been received to date.
3.4: In order to consider a commitment to making Clarion a national model of constructive “administrative-union relationships”, meet with the leadership of our local unions to consider how we might go forward. (C)	3.4: Met with union leadership and no suggestions were received.
3.5: In order to consider ways to unify the Clarion academic community in light of the extensive change that the university has and continues to undergo, meet with the Governance Group to consider how we might go forward. (C)	3.5: Met with the Faculty Senate to discuss this action item on April 3rd.
3.6: In partnership with the local faculty union, review and improve the processes that determine faculty promotion, tenure, and sabbatical. (C)	3.6: Provost and AVPA has a specifically scheduled meetings with the faculty union leadership to develop the process to conduct a review and improve.

#### **Priority 4: Academic Program Distinctiveness & Quality**

<u><b>Actions</b></u>	<u><b>Results</b></u>
4.1: Continue to champion the development and launching of new in demand academic programs. (I)	4.1: Working with the academic leadership, admissions, and marketing and communications leadership to achieve this item. Enrollment is growing in professionally-based programs.
4.2: Ensure that current academic programs are regularly and rigorously reviewed to ensure rigor, relevance, student demand, financial sustainability and institutional fit to mission and vision. (I)	4.2: In on-going discussions/review with the Academic Council and the Provost.
4.3: Review, update and implement campus academic standards policies in accordance with Board policies after consultation with the Council of Trustees, faculty and students. (C)	4.3: Working with the Office of the Provost to achieve specific results. A university policy regarding General Education.

#### **Priority 5: Review and Strengthen the University Leadership Team**

<u><b>Actions</b></u>	<u><b>Results</b></u>
5.1: Ensure the appointment of a high quality, academically - oriented Provost through conducting a competitive national search. (C)	5.1: A search committee appointed and process underway for the Dean of Health and Human Services to join us by August 2017. A new Director for the School of Education has been hired will start summer 2017. Placed Provost the search on hold pending completion of the State System Review. Anticipate relaunch of search fall 2017 with a summer 2018 start date.

Clarion University of PA  
New Grants and Contracts

Awarded between 04/1/2017 and 06/30/2017

*Item 9*

<b>Grant Name</b>	<b>Amount</b>	<b>Director</b>
PASSHE Business Plan FY17	5,000	Ms. Cynthia Nellis
PASSHE FPDC-EMDR Basic Training	9,082	Mr. James McGee
University of Pittsburgh	1,000	Mr. James McGee
NW-Federal Aids	884,870	Dr. David Miller-Martini
NW-State Aids	420,780	Dr. David Miller-Martini
NW-HOPWA	263,827	Dr. David Miller-Martini
SBDC 2017	319,116	Ms. Cynthia Nellis

**A. Academic Affairs – Dr. Todd Pfannestiel, Interim Provost and Academic Vice President**

1. Appointments

Faculty – E & G Funded

Adams, Stephanie; 100%-time Instructor (Step 3), Human Services, Rehabilitation, Health and Sports Sciences Department, May 22, 2017 through August 10, 2017  
Adams, Stephanie; 100%-time Instructor (Step 3), Human Services, Rehabilitation, Health and Sports Sciences Department, August 19, 2017 through May 25, 2018  
Anderson, Wayne; 3 credit-time Instructor (Step 3), Human Services, Rehabilitation, Health and Sports Sciences Department, May 22, 2017 through August 17, 2017  
Best, Melanie .333-time Instructor (Step 1), Nursing Department May 15, 2017 through August 25, 2017  
Bilan, Robin; .333/3 credit-time Instructor (Step 1), Nursing Department, May 15, 2017 through August 25, 2017  
Bilan, Robin; 100%-time Assistant Professor (Step 2), Nursing Department, August 19, 2017  
Brydon, Melissa; 100%-time Assistant Professor (Step 5), Communication Sciences and Disorders Department, August 19, 2017  
Carroll, Nicole; 100%-time Assistant Professor (Step 2), Nursing Department, August 19, 2017  
Dias, Natasha; 100%-time Instructor (Step 1), Biology and Geoscience Department, August 19, 2017 through May 25, 2018  
Gallagher, Sarah; 4 credit-time Instructor (Step 5), Communication Sciences and Disorders Department, June 5, 2017 through July 7, 2017  
Hasselback, James; 3 credit-time Professor (Step 12), Accountancy Department June 5, 2017 through July 7, 2017  
Kazar, Sheila; 2 credit-time Biology and Geoscience Department, May 13, 2017 through June 9, 2017  
Kaymaz, Onder; 100%-time, Professor (Step 12), Accountancy Department, August 19, 2017  
Koleyni, Kayhan; 100%-time, Instructor (Step 1), Economics Department, August 19 through May 25, 2018  
Last, Kerri; .333-time Instructor (Step 1) Nursing Department, May 15, 2017 through August 25, 2017  
McGonigal, Michelle; .333-time Assistant Professor (Step 1), Nursing Department May 15, 2017 through August 25, 2017  
Messino, Linda; 3 credit-time Instructor (Step 1), Justice, Law, Technology and Liberal Arts Department, April 24, 2017 through June 30, 2017  
Moore, Crystal; 3 credit-time Instructor (Step 1), Communication Sciences and Disorders Department, July 10, 2017 through August 10, 2017  
Myers, Karen; 75%-time Assistant Professor (Step 1), Nursing Department, March 20, 2017 through May 26, 2017  
Newbury, Rachel; 100%-time Instructor (Step 1), Library Services Department, August 28, 2017  
Pici, Frank; 50%-time Instructor (Step 1), Finance Department, August 19, 2017 through January 5, 2018  
Pikna, Leigh; 4 credit-time Instructor (Step 1), Communication Sciences and Disorders Department, July 10, 2017 through August 10, 2017

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Sambor: Grzegorz; 12-credit-Instructor (Step 1), Human Services, Rehabilitation, Health and Sports Sciences, May 22, 2017 through August 11, 2017  
Schwabenbauer, Kim; 100%-time Assistant Professor (Step 1), Human Services, Rehabilitation, Health and Sports Sciences Department, August 19, 2017  
Taylor, Tim; 12 credits-Instructor (Step 11), Justice, Law, Technology and Liberal Arts Department, May 30, 2017 through August 18, 2017  
Yemba, Boniface; 100%-time Instructor (Step 1), Economics Department August 19, 2017 through May 25, 2018  
Zemaitis, Mary; 3 credit-time Assistant Professor (Step 4), Nursing Department-Pittsburgh Site, April 24, 2017 through June 30, 2017

**Grant Funded**

Aiello, Maria; 12 credit-time Assistant Professor (Step 5), Student Support Services Department; May 22, 2017 through August 11, 2017  
Aiello, Maria; 100%-time Assistant Professor (Step 5), Student Success Center; August 19, 2017 through May 25, 2018  
Alden, Jesse; 35%-time Instructor (Step 1), Academic Enrichment Department June 24, 2017 through July 28, 2017  
Beers, Shawn; 24%-time Instructor, (Step 1), Student Success Center; June 24, 2017 through July 28, 2017  
Bradley, Connie; 2 credit-time Instructor (Step 8), Academic Enrichment Department, June 3, 2017 through June 16, 2017  
Bradley, Connie; 100%-time Instructor (Step 3), Student Success Center; August 19, 2017 through May 25, 2018  
Burgard, Beth; 45%-time Instructor (Step 1) Academic Enrichment Department June 24, 2017 through July 28, 2017  
Craig, Jason; 45%-time Instructor (Step 1) Academic Enrichment Department June 24, 2017 through July 28, 2017  
Defranco, Lisa; 2 credit-time Instructor (Step 1), Academic Enrichment Department, June 3, 2017 through June 16, 2017  
Defranco, Lisa: 60%-time Instructor (Step 1), Academic Enrichment Department, August 19, 2017 through May 25, 2018  
Doverspike, Tami; 2 credit-time Instructor (Step 6), Academic Enrichment Department June 3, 2017 through June 16, 2017  
Doverspike, Tami; 2 credit-time Instructor (Step ), Academic Enrichment Department August 19, 2017 through May 25, 2018  
Evans, Kenneth; 67%-time Instructor (Step 1), Academic Enrichment Department June 24, 2017 through July 28, 2017  
Griffin, Timothy; 7 credit-time, Instructor (Step 1), Academic Enrichment Department June 10, 2017 through July 28, 2017  
Griffin, Timothy; 60%-time Instructor (Step 1), Student Success Department August 19, 2017 through May 25, 2018  
Hudson-Weibel, Shintrika; 7 credit-time Instructor (Step 2), Academic Enrichment Department, June 10, 2017 through July 28, 2017  
Hudson-Weibel, Shintrika, 100%-time Instructor (Step 2), Student Success Center August 19, 2017 through May 25, 2018  
McMillen-Toth, Rhonda; 2 credit/7 credit-time Assistant Professor (Step 11), Academic Enrichment Department, May 27, 2017 through July 28, 2017

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McKinstry, Valerie; 27%-time Instructor (Step 1), Academic Enrichment Department,  
June 24, 2017 through July 28, 2017

Sloan, David; 48%-time Instructor (Step 1), Academic Enrichment Department;  
June 17 through July 21, 2017

Snyder, Donna: 35%-time Instructor (Step 1), Academic Enrichment Department,  
June 24 through July 28, 2017

**Management / Staff**

Allen, Jeffrey; Dean College of Health and Human Services, July 24, 2017

Dollins, David; Associate Vice President for Enrollment Management, July 10, 2017

Stevens, Timothy; Director of the Office of Field Services, July 24, 2017

Price, Gwenyth; Director of the School of Education, June 1, 2017

**Administrator**

Megnin, Holly, Grant Funded Program Coordinator 2-Medical Case Management  
Supervisor, Full-Time, Regular, N/W Alliance, June 5, 2017

Keth, Amy, Grant Funded Program Coordinator 3-Assistant Director, Full-Time, Regular,  
Small Business Development Center, May 30, 2017

Hillwig, Erica, State University Administrator 1-Assistant Registrar, Full-Time, Regular,  
Registrar, April 3, 2017

**2. Retirements**

**Faculty**

Bolinger, Karen; Professor; Chemistry, Math, Physics Department, June 1, 2017

Ciesielka, Debbie; Associate Professor, Nursing Department, May 26, 2017

Clary, Gary; Professor, Human Services, Rehabilitation, Health, Sports Sciences, Department  
June 29, 2017

Clemente, Nancy; Assistant Professor, Library Services-Suhr, June 23, 2017

Frakes, Robert, Professor Social Science Department, June 29, 2017

Reef, Mary JoAnne; Social Science Department, August 18, 2017

Smith, Bruce, Professor, College of Arts, Education and Sciences, June 23, 2017

**Manager**

Hogue David, Manager 200, Director of Business Services, Student Financial Services  
July 7, 2017

Shaffer, H. Daniel, Manager 190, Director of Field Services, Field Services, June 26, 2017

**Support Staff**

Schwab, Shawn, Help Desk Technician, Computing Services, June 2, 2017

**3. Resignations**

**Faculty**

Collins, Shawn; Assistant Professor, Biology and Geoscience Department, June 30, 2017

Manager

Arroyo, Alan, Manager 210, Director, School of Education, May 13, 2017

Higbee, Thomas, Manager 180, Systems Analyst, Computing Services, April 19, 2017

Support Staff

Schwab, Tyler, Instructional Technology Technician, Computing Services, May 14, 2017

4. Reclassification

Administrator

Mullen, Matthew, State University Administrator 2 (from SUA 1), SOAR, May 15, 2017

Emings, Danielle, State University Administrator 2 (from SUA 1), SOAR, May 15, 2017

Bailey, Bonita, State University Administrator 2 (from SUA 1), SOAR, May 15, 2017

Support Staff

Welsh, Cynthia, Clerk Typist 3 (from Clerk Typist 2), Full-Time, Regular, Chemistry, Math, Physics, February 27, 2017

Thompson, Jill, Clerk Typist 3 (from Clerk Typist 2), Full-Time, Regular, Finance Department, March 15, 2017

5. Chairperson

The faculty listed below were appointed as Chairperson May 22, 2017 through April 30, 2020.

Buchanan, Mary, University Libraries Department

Eicher, Jeff, Finance Department

Feroz, Ray, Human Service, Rehabilitation, Health, Sport Science Dept.

Grenci, Anthony, Accountancy Department

Harris, Steve, Biology and Geoscience Department

Jarecki-liu, Janis, Communication Science Disorders Department

Johns, Tony, Management and Marketing Department

Lillard, Linda, Library Science Department

Lott, David, Interim Nursing Department

Kuehn, Myrna, Communication Department

McCullough, John, Education Department

O'Donnell, Jon, Computer Information Science Department

O'Donnell, Kathleen, English and Modern Languages Department

Potter, Randy, Psychology Department

Roberts, Adam, Chemistry/Math/Physics Department

Sabousky, Richard, Special Education Department

Snodgrass, Wendy, Student Affairs Department

Sweet, Barry, Social Science Department

Teske, Casey, Visual and Performing Arts Department  
Woodburne, Paul, Economics Department

6. Tenure

The faculty listed below were granted Tenure effective August 19, 2017.

Chesterfield, Michael, Intercollegiate Athletics  
Haight, Jesse, Education  
Hampikian, Helen, Biology and Geoscience  
McIntyre, Kathleen, Social Sciences  
Shawgo, Renae, English and Modern Languages  
Siddiq, Ambreena, Chemistry, Math and Physics  
Sprenger, Karl, Education  
Knaust, Jacqueline, Mathematics  
Love, Amy, Special Education  
Overmoyer, Kate, Mathematics  
Shifflet, Daniel, Mathematics

**B. Finance and Administration – Mr. Len Cullo, Vice President**

1. Appointment

Manager

Perrotti, Paula, Manager 170, Full-Time, Regular, Accounting Department, June 12, 2017

Support Staff

Long, Windy, Custodial Worker 2, Part-Time, Regular, Facilities Management, March 14, 2017

Courson, Keith, Maintenance Repairperson 1, Full-Time, Regular, Facilities Management, April 10, 2017

Warnsing, Melinda, Clerk 2, Full-Time, Regular, Public Safety, May 1, 2017

Frampton, James, Refrigeration Mechanic, Full-Time, Regular, Facilities Management, May 22, 2017

Long, James, Custodial Worker 1, Park-Time, Regular, Facilities Management, May 5, 2017

2. Appointment – Temporary

Support Staff

McFarland, Logan, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management, April 10, 2017

Myers, Thomas, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management, April 10, 2017

Davison, Richard, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management, April 10, 2017

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Schrecengost, Scott, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management,  
April 10, 2017  
Huffman, Charles, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management,  
April 10, 2017  
Dehner, Justin, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management,  
April 10, 2017  
Stahlman, Eric, Semi-Skilled Laborer, Full-Time, Temporary, Facilities Management,  
May 4, 2017

3. Resignation

Manager

Barlett, Wanda, Manager 150, Full-Time, Regular, Finance and Administration, April 14,  
2017  
Boyer-Davis, Stacy, Manager 170, Full-Time, Regular, Budget and Accounting, July 28,  
2017

Staff Support

Felicetty, Crystal, Clerk 2, Full-Time, Regular, Public Safety, June 16, 2017  
Stants, James, Custodial Worker 1, Part-Time, Regular, Facilities Management, May 13,  
2017

4. Retirement

Support Staff

Peterson, Allen, Building Maintenance Foreman, Full-Time, Regular, Facilities  
Management, May 26, 2017  
Cyphert, Patricia, Fiscal Technician, Full-Time, Regular, Accounts Payable, April 4, 2017

**C. Student Affairs – Dr. Susanne Fenske, Vice President**

1. Appointment

Administrator

Taylor, Kristian, Director of Recreation (State University Administrator 2), Full-Time,  
Regular, Recreation Center, June 12, 2017

2. Appointment – Temporary

Administrator

Lahr, Melanie, Interim Director-Residence Life (State University Administrator 3),  
Full-Time, Temporary, Residence Live, June 8, 2017  
Kitzmiller, Tyler, Coordinator of Judicial & Mediation Services (State University

*Item #10*

Administrator 2), Full-Time, Temporary, Judicial Affairs, August 8, 2017  
Burkett, Emily, State University Administrator 1, Full-Time, Temporary, Residence Life,  
August 7, 2017  
Neely, Erin, State University Administrator 1, Full-Time, Temporary, Residence Life,  
May 27, 2017  
Negley, Corey, State University Administrator 1, Full-Time, Temporary, Residence Life,  
August 1, 2017

3. Appointment – Temporary, Conclusion

Manager

Spaulding, Todd, Interim Director of Residence Life, Full-Time, Temporary,  
Residence Life, June 16, 2017

4. Resignation

Coach

Reinsel, Dylan, Head Coach – Golf, Part-Time, Regular, Intercollegiate Athletics,  
June 1, 2017