

Bachelor of Science in Athletic Training
2017-18 Program Performance Review
February 16, 2018



Department of Kinesiology
College of Health & Human Development
California State University, Fullerton

CAATE SELF-STUDY NARRATIVES 2016-17
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From: CAATE [<mailto:caateinfo@caate.net>]

Sent: Wednesday, June 21, 2017 5:39 AM

To: rkersey@fullerton.edu

Cc: President Mildred García <presidentgarcia@Exchange.FULLERTON.EDU>; ktsang@fullerton.edu; Roades, Laurie <lroades@Exchange.FULLERTON.EDU>; apuri@fullerton.edu

Subject: CAATE : CAATE has Granted Accreditation status

Dear Program Administrators,

Congratulations! The Commission on Accreditation of Athletic Training Education has reviewed the materials from your Professional Athletic Training Program's 2016-2017 Comprehensive Review. **The Athletic Training Program at California State University - Fullerton has been granted 10 years of continuing accreditation. Your Athletic Training Program's next comprehensive review, including a self-study and on-site review, is scheduled to occur during the 2026-2027 academic year with the next self-study due date of July 1, 2026.**

The institution is reminded, however, that continued compliance with the most recent *Standards* is expected. The program is encouraged to review the 2012 *Standards* regularly to ensure continuing compliance and is reminded that Annual Reports are due each year within eAccreditation.

The CAATE appreciates the work and dedication required to obtain accreditation for ! your Athletic Training Program and the significant achievement it represents. The Commission is pleased to begin offering a complimentary plaque and accreditation certificate to programs as they receive an accreditation award (initial or renewal). Following the receipt of the initial plaque and certificate, the CAATE will continue to provide each program one certificate for every new accreditation cycle. Programs have the option to order additional plaques and/or certificates at any time. We would like to invite your Program Director to fill out the form provided here: <http://caate.net/order-form/> to process your award.

The Commission on Accreditation of Athletic Training Education recognizes the faculty, staff, and administrators at California State University - Fullerton for their commitment to the advancement of education in Athletic Training, as well as your dedication to the preparation of qualified Athletic Training professionals.

Sincerely,

Mark Merrick, PhD, ATC, FNATA
President, CAATE

1 ACCREDITATION

Description: *The sponsoring institution must be accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to provide a program of post-secondary education. For programs outside of the United States, the institution must be accredited by a recognized post-secondary accrediting agency.*

Instructions

- *Provide documentation verifying the institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation.*

Supporting Material:

1. Appendix 1.1.1 2012 WASC Accreditation Letter
2. Appendix 1.1.2 California Education Code 66010
3. Appendix 1.1.3 California Education Code 89000

Our regional accrediting body, the Western Association of Schools and Colleges (WASC), recognized by both the US Department of Education and the Council of Higher Education Accreditation re-accredited California State University, Fullerton in July 2012 (Appendix 1.1.1.). Our current WASC accreditation is valid through 2019. Cal State Fullerton is legally authorized by the State of California to grant undergraduate and graduate degrees, as established in California Education Code 66010 (Appendices 1.1.2) and California Education Code 89000 (Appendix 1.1.3).

2 DEGREE

Description: CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. (Timeline for Compliance with Standard 2: Baccalaureate programs may not admit, enroll, or matriculate students into the ATP after the start of the fall term 2022).

Instructions

- If the degree designation is anything other than "Athletic Training," provide a brief narrative explaining how the degree is consistent with all other programs at the institution.

Supporting Material:

1. Provide official institution document (catalog or a state department letter) verifying that Athletic Training is a degree.

Appendix 2.1.1	2016-17 Catalog: University Degree Programs
Appendix 2.1.2	2016-17 Catalog: College HHD Degree Programs
Appendix 2.1.3	2016-17 Catalog: BS in AT Department Description

2. Provide an official transcript of an athletic training student (blind all student identifiers or provide a sample student transcript).

Appendix 2.2.1	Official AT Alumnus Final Transcript (blinded)
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Self-Assessment: Focused Questions

- Indicate how the program is listed as a degree in institutional public documents.

Cal State Fullerton offers a Bachelor of Science degree with a major in Athletic Training. The 2016-2017 CSUF University Catalog verifies Athletic Training as a Bachelor of Science degree multiple times, including with the list of all University degrees (Appendix 2.1.1) and the College of Health and Human Development degree programs (Appendix 2.1.2). The Department of Kinesiology section provides details of the BS in AT (Appendix 2.1.3). Individuals completing all Athletic Training major requirements, graduate from Cal State Fullerton with **Bachelor of Science - Athletic Training** appearing on their official University transcripts (Appendix 2.2.1).

3 AFFILIATION AGREEMENTS

Description: All sites where students are involved in patient care or observation-only experience (excluding the Program's sponsoring institution) must have an affiliation agreement or memorandum(s) of understanding that is endorsed by the appropriate administrative authority (i.e. those bearing signature authority) at both the sponsoring institution and site. In the case where the administrative oversight of the preceptor differs from the affiliate site, formal agreements must be obtained from all parties.

Instructions:

- A list of Clinical Sites is maintained on the Clinical Site Tab. Click here to update the information before submitting the Self-Study.
- Please note that ALL sites must have affiliation agreements or MOU's. Any experience the student completes as part of their education as an AT student MUST have an agreement. Both for credit and non-credit experiences, including internships, in Athletic Training must have agreements.

Supporting Material:

1. Provide formal agreements, signed and dated by the appropriate administrative authority (those bearing signature authority), from both the sponsoring institution and each site listed on Clinical Site Table.
 - Appendix 3.1.1 2016-21 Walnut High School*
 - Appendix 3.1.2 2012-17 Walnut High School
 - Appendix 3.1.3 2014-19 Esparanza High School
 - Appendix 3.1.4 2014-19 Caldwell Physical Therapy
 - Appendix 3.1.5 2012-17 Mt San Antonio College*
 - Appendix 3.1.6 2012-17 Mt San Antonio College
 - Appendix 3.1.7 2012-17 Gladstein & Koutures
2. If the administrative oversight of the preceptor differs from the affiliate site, formal agreements must be obtained from all parties (i.e., if Clinic X contracts athletic trainers to High School A, then those bearing signature authority from Clinic X, High School A, and sponsoring institution must all sign the formal agreement).
 - Appendix 3.1.2 2014-19 Esparanza High School
 - Appendix 3.1.3 2014-19 Caldwell Physical Therapy

In conjunction with the Program Director, the University (Office of Contracts and Procurement) maintains official Affiliated Clinical Site Agreements with each external institution utilized by the ATP, including: Esparanza and Walnut High Schools, Mount San Antonio College, the medical office of Gladstein & Koutures, as well as Caldwell Physical Therapy – the contracting agency for Esparanza High School. Top of Form We also utilize two CSUF clinics: the Department of Intercollegiate Athletics – AT Clinic and the Student Health & Counseling Center – Physical Therapy & Sports Rehabilitation Clinic. As official University facilities, we do not have affiliation agreements with these two sites.

4 ASSESSMENT PLAN

Description: *Develop a Plan:* There must be a comprehensive assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose must include those defined in 6 and 7. Additional assessments may include, but are not limited to, clinical site evaluations, clinical instructor evaluations, completed clinical proficiency evaluations, academic course performance, retention and graduation rates, graduating student exit evaluations, and alumni placement rates one year post graduation.

Instructions:

- Provide the program's comprehensive assessment plan including program outcomes and student learning outcomes.
- Provide a narrative explaining what assessments are completed, to whom they are given, and when, where, why, and how they are disseminated.

Supporting Material:

1. Provide the program's comprehensive assessment plan including program outcomes and student learning outcomes.

4.1.1 ATP Assessment Plan

From before admission until after graduation, the CSUF – Athletic Training Program regularly reflects on its overall effectiveness, as can be seen in the ATP Assessment Plan (Appendix 4.1.1). Our comprehensive evaluation system provides information that assists ATP stakeholders to better understand the current ATP status, which helps in our on-going efforts to improve. The specific ATP components that undergo evaluation include its people (ATS, preceptors, and faculty), places (clinical sites), as well as our overall effectiveness. To obtain these data, timely information is retrieved from current and graduating ATS, alumni, as well as ATP preceptors and faculty. Assessment methods are formal and informal, objective and subjective, as well as formative and summative.

ATP Candidates: Applicant screening is a critical form of pre-admission assessment used to improve our overall success. Evaluations, by the Screening Committee, include four areas: academic history, professional recommendations, athletic training experience, and written communications. Once the applicant pool is narrowed, all finalists are evaluated in-person on their verbal communication skills and overall appropriateness for the CSUF ATP.

AT Students: Both formal and informal ATS-related assessments occur from admission through graduation. Formal evaluations include numerous formative course assessments (e.g., quizzes, exams, papers, presentations, clinical competency & proficiency evaluations, and oral-practical exams); individual summative course grades and various calculated grade point averages; University graduation rates; BOC examination success rates; periodic preceptor evaluations, and ATS self-assessments. Additionally, AT students regularly receive informal summative and formative feedback in their many classes (Appendix 4.1.1).

ATP Preceptors: The Cal State Fullerton preceptors are subject to formal and on-going evaluations by their assigned ATS. All AT students assess their preceptor at the end of the rotation. The ATP leaders (PD & CEC) minimally visit with every active preceptor each year, but frequently are at one or more clinical sites daily. The frequent informal interactions assist in our overall preceptor evaluation.

ATP Faculty: All AT faculty, including full and part time, undergo regular, blinded teaching evaluations through Student Opinion Questionnaires (SOQ) for all regular university courses. In addition, all non-tenured AT faculty complete periodic reviews by the Kinesiology Personnel Committee, Department Chairperson, the College Dean, the Provost, and the President to determine their qualification for tenure and/or promotion. These faculty are assessed on three basic components: teaching, scholarship, and service. Tenured AT faculty are also regularly evaluated dependent upon the academic rank during post-tenure reviews.

Clinical ATP Sites: All Clinical Sites are evaluated in both a formal and informal manner. ATS utilize a blinded instrument to assess their clinical sites at the conclusion of each clinical rotation. The CECs and PD also visit and minimally perform an informal, annual review of every active clinical site.

ATP Overall Effectiveness: The multi-faceted ATP undergoes regular overall assessments by each graduating ATS in their Exit Survey. This too, occurs in both a formal and informal manner. Just prior to graduating, each ATS meets with the PD for an informal discussion of their ATP experiences. Furthermore, sometime after graduation, every recent alumnus complete an anonymous survey concerning the totality of the ATP. Additionally, the University requires Program Performance Reviews, which include both internal and external components. Finally, regular external reviews occur as the ATP moves through the CAATE accreditation process involving annual reports, periodic self-studies, and site reviewers.

Finally, regular external reviews occur as the ATP moves through the CAATE accreditation process involving annual reports, periodic self-studies, and site reviewers.

The Assessment Plan (Appendix 4.1.1) illustrates the many instruments and methods used to monitor the Cal State Fullerton ATP. Some of the six groups of assessment tools (gray highlighted rows) have multiple instruments presented as subsets (i.e., ATP STUDENT: formative and summative). The table columns indicate minimal standards for some assessments (OUTCOMES), dissemination frequency (TIMING), and how they relate to ATP main goals: 1) provide quality instruction (INST QUAL), 2) demonstrate student learning (STUD LEARN), 3) exhibit program effectiveness (ATP EFFECT).

The CSUF ATP mission is to mentor “students to become exceptional evidence-based healthcare professionals and distinguished athletic trainers”. To accomplish this, our goals are to:

- 1) Provide quality instruction:
 - Addressed by integrating current evidence into instruction, incorporating various teaching strategies, and promoting instruction within specialty areas.
 - Assessed via Student Opinion Questionnaires (SOQ) and peer/administrative AT faculty reviews, as well as preceptor evaluations and clinical site evaluations (administered/reviewed each semester).
 - These tools aim to quantify instructional quality and describe the learning environment as part of the program’s commitment to developing evidence-based healthcare professionals.

- 2) Demonstrate student learning
 - Established through successful completion of courses (and related assignments), appraising of all NATA educational competencies, and development of personal/professional skills.
 - Assessed via assignment/course grades, preceptors' ATS evaluation, student self-evaluation, meeting satisfactory GPA requirements (completed and reviewed on an on-going, semester, and annual basis).
 - These tools aim to quantify student knowledge and demonstration of athletic training-related didactic and clinical skills, as delineated by the NATA educational competencies/professional knowledge standards.
- 3) Exhibit program effectiveness
 - a. Demonstrated through recruiting, educating, mentoring, and graduating individuals prepared for careers as athletic trainers.
 - b. Assessed via regularly administered/reviewed graduation rates, BOC exam pass rates, student exit interview, and alumni survey.
 - c. These tools aim to evaluate the ATP success through graduation and BOC success rates, determination of post-graduation professional involvement, and critical reflections of students' experiences throughout the program.

As seen in the ATP Assessment Plan (Appendix 4.1.1), Cal State Fullerton ATP utilizes many different instruments/methods to collect and interpret its overall progress toward our mission, goals, and objectives. The ATP has not set minimal standards for each evaluation method. Program administrators presently seek to meet four specific ATP outcome benchmarks (orange font in OUTCOMES column), two directly related to Student Learning (**≥90% University graduation rate & ≥70% first-time and 90% overall BOC pass rates**) and one each related to Teaching Effectiveness (**average total AT faculty SOQ rating of "Good" to "Excellent"**) and overall ATP Effectiveness (**all of the others benchmarks, plus ≥70% professionally-related employment, graduate education, internships, etc.**)

The ATP believes 1) quality instruction regarding current evidence and best practices through a scholar-teacher model, 2) student learning demonstrated through the expression of knowledge and the application of evidence to clinical practice, and 3) mentoring and preparing students to be healthcare professionals, are critical components for students to be successful upon workforce entry. This reflects the philosophy of our mission and addresses our goals and objectives. If less than satisfactory outcomes result, as identified by these tools, the ATP leadership addresses the issue(s) with the relevant individual(s) to provide support and encourage improvement to meet our goals. Additional rationale for each assessment tool is provided in Standard 6.

5 CONTINUATION

Description: *Develop a Plan: The plan must be ongoing and document regular assessment of the educational program.*

Instructions:

- *Provide a narrative describing how the assessment plan is ongoing and documents regular assessment of the education program. The plan may be uploaded directly to this standard.*

Supporting Material:

5.1.1 ATP Assessment Plan

As can be seen by the ATP Assessment Plan and was described in the Standard 4 narrative, the ATP evaluations occur on a regular and on-going basis (Appendix 5.1.1). Candidates for the AT major are screened and the finalists complete interviews annually to determine admission. Current ATS undergo multiple evaluations each semester. Every semester, students appraise the full-time and adjunct CSUF faculty, per CSU and ATP standards. Minimally our active preceptors and clinical sites undergo systematic evaluations each year. Finally, alumni provide information related to their experiences while matriculating as AT majors. Through both formal and informal assessments, the ATP leadership and others, continually reflect on the overall ATP effectiveness as information becomes available.

6 METRICS

Description: Assessment Measures: The program's assessment measures must include those in Standards 6 and 7 in addition to any unique metrics that reflect the specific program, department, or college. The specific volume and nature of this information is influenced by the individual character of the institution and should be in keeping with other similar academic programs within the institution. The assessment tools must relate the program's stated educational mission, goals and objectives to the quality of instruction, student learning, and overall program effectiveness.

Instructions:

- Provide a narrative describing how each assessment tool is used to measure quality of instruction, student learning, and overall program effectiveness as they relate to the program's educational mission, goals and objectives.

Supporting Material:

1. Provide the program's mission, goals and objectives.
 - 6.1.1 ATP Mission, Goals & Objectives
 - 6.1.2 ATP Assessment Plan
2. Provide the assessment tools that measure quality of instruction, student learning, and overall program effectiveness.
 - 6.2.1 Student Opinion Questionnaire (SOQ)
 - 6.2.2 Department Personnel Standards - Teaching
 - 6.2.3 ATS Evaluation of Preceptor Tool
 - 6.2.4 Clinical Site Evaluation Instrument
 - 6.2.5 Clinical Synthesis Assignment
 - 6.2.6 AT Legal Case Review
 - 6.2.7 Clinical Skills Eval Knee
 - 6.2.8 Clinical Proficiency CIP-4 Knee
 - 6.2.9 Rehabilitation Protocol Presentation & Paper
 - 6.2.10 Clinical Question Assignment
 - 6.2.11 Preceptor Evaluation of ATS Tool
 - 6.2.12 ATS Self-Evaluation Instrument
 - 6.2.13 ATP Exit Survey Instrument

Mission Statement: The California State University, Fullerton Athletic Training Program mentors students to become exceptional evidence-based healthcare professionals and distinguished athletic trainers (Appendix 6.1.1).

The ATP conducts regular and ongoing assessments of objective and subjective data via formal, informal, formative and summative methods. Our goals and objectives are specifically structured to address Instructional Quality, Student Learning, and Overall Program Effectiveness (Appendix 6.1.1). As such, assessments occur throughout the various aspects of the program (e.g. students, clinical sites, & preceptors). The ATP utilizes a variety of evaluations, techniques, instruments, and methods in our assessment efforts (Appendix 6.1.2). The University also requires degree programs to submit an annual assessment of at least one Student Learning Outcome. Furthermore, the Chancellor's office requires Program Performance Reviews (PPR) every 7 years.

1) Instructional Quality - Assessment Tools: Per University regulations, all instructors (full-time & adjunct) of regular courses (i.e. not supervisory courses) are anonymously evaluated by their students via the Student Opinion Questionnaire (SOQ) tool (Appendix 6.2.1) at the end of each semester. After grades are finalized by the instructor, results from these evaluations are available to the faculty member and shared with the various administrative levels (department, dean, provost, and appointed personnel committees at each review level) for promotion and tenure review. To gauge quality AT course instruction, the program director also reviews AT faculty SOQ results. A primary evaluation of AT faculty teaching effectiveness stems from their SOQ results as they relate to Department of Kinesiology Standards for teaching (Appendix 6.2.2). These standards also require that each instructor's course grade average distributions fall within an acceptable range, as determined by the Department. This requirement lends towards instructional quality and student learning by ensuring appropriate academic rigor in each course and also by discouraging grade inflation.

Following each rotation, AT students complete an online evaluation of their preceptor via ATrack (Appendix 6.2.3). The preceptors and program administrators are able to immediately access the evaluation upon student completion. Informally, the program administrators also regularly communicate with preceptors in person and via email or phone to provide feedback or clarifications when necessary. Additionally, each Clinical Site is evaluated by all ATS assigned to that venue (Appendices 6.2.4). Along with regular site visits and preceptor interactions, results from these instruments help us to better understand the various situations in which we put our ATS, which thus assists us in evaluating the effectiveness of student learning opportunities from the preceptor and their environment. These evaluations allow us to see patterns of strengths and weaknesses across our preceptors and sites so that we can address them individually and through program-wide preceptor training.

2) Student Learning – Assessment Tools: Evaluation of student learning on the course level occurs via formative assessments such as exams, quizzes, papers, projects, presentations, clinical competency/proficiency verifications, and preceptor evaluations. Examples of such tools are many and varied (Appendices 6.2.5-6.2.10). Student learning on the program level is evaluated through summative assessments such as course grades, various GPA's, overall project performance, as well as formal (Appendix 6.2.11) and informal preceptor feedback. AT students also provide a self-assessment (Appendix 6.2.12) prior to each new clinical rotation. This tool is then discussed with their new preceptor relative to their strengths, concerns, and expectations, to best craft a clinical experience that will maximize student learning in the clinical setting.

3) Program Effectiveness – Assessment Tools: ATP effectiveness, in totality, occurs in a number of ways. Aside from the formal assessments described above, additional data are considered that do not necessarily involve an assessment tool or a method unique to CSUF. Information considered by the ATP include typical summative assessments such as course grades, various ATS GPAs (i.e. semester, overall, AT Core, & AT Foundation), graduation rates, BOC pass rates (first-time & overall), as well as BOC Domain scores. Upon graduation, each AT student meets informally with the PD to discuss any issues, concerns, and/or to provide feedback regarding the ATP. After graduation, all Cal State Fullerton AT alum complete an "Exit Survey" (Appendix 6.2.13). This anonymous document provides ATP leadership with data

to consider as it relates to our mission, goals, and objectives. Alumni healthcare roles are also tracked after graduation.

Our program goals and the specific assessment tool to evaluate the objectives of our goals are outlined in the previously submitted narrative. The following statements are intended to provide additional context for the connection between the assessment tools (Appendices 6.2.3 – 6.2.13) and the program’s mission, goals, and objectives (Appendix 6.1.1).

- Goal 1 – Instructional Quality: Information from these tools (Appendices 6.2.1 – 6.2.4) provide students’ perceptions of teaching effectiveness, knowledge of current evidence, learning environment, and delivery of the required ATP content. The ATP believes that quality instruction within a positive learning environment provides opportunities for students to thrive during didactic and clinical education. As such, faculty and preceptors strive for ratings of “Good” to “Excellent” on SOQs, and “Most times” to “Always” on preceptor and clinical site evaluations to promote evidence-based practice and preparation to become athletic trainers.
- Goal 2 – Student Learning: Results from these course assignment examples (Appendices 6.2.5 - 6.2.10) and ATP instruments (Appendices 6.2.11 & 6.2.12) provide evidence of students’ learning and ATP progression. This goal is aligned with program expectations (no grade below a C, cumulative GPA no less than 2.5, semester GPA no less than 2.0, etc.) and additional aspirations for our ATS to graduate, become an athletic trainer, and integrate evidence-based principles into clinical practice.
- Goal 3 – Program Effectiveness: Data garnered from these assessment tools and related information, provide an overview of student preparation to graduate, successfully complete the BOC exam, and become athletic trainers. The ATP strives to maintain $\geq 90\%$ ATP graduation rate at CSUF and $\geq 70\%$ 1st-time & 90% overall BOC Exam pass rate. Additionally, qualitative and quantitative perspectives from an ATP exit interview and exit survey (Appendix 6.2.13) provides insight to the program’s effectiveness in preparing students for the workforce and ability to make valuable professional and/or community contributions.

7 BOC RESULTS

Description: *Assessment Measures:* The program's BOC examination aggregate data for the most recent three test cycle years must be provided and include the following metrics: Number of students graduating from the program who took the examination, number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts.

Instructions:

- The CAATE eAccreditation system will automatically calculate the BOC Pass Rate based on information received from the BOC. [Click here to see your programs BOC data.](#)

Supporting Material:

1. Supporting Materials

7.1.1 BOC Pass Rate 6-6-16

Cal State Fullerton continues to exceed the CAATE Standards related to the BOC examination success (Student Tab & Appendix 7.1.1). The present information posted on the CAATE webpage, as well as our site, indicates our first-time and overall BOC pass rates as 95% (20/21) and 100% (21/21) respectively (June 27, 2016).

8 ACCESSIBILITY

Description: *Assessment Measures: Programs must post the data from Standard 7 on the program's home page or a direct link to the data must be on the program's home webpage.*

Instructions

- *If the BOC pass rate data is not on the home page, provide copies of web pages where the program's BOC pass rate data is publicly accessible.*

Supporting Material:

1. *Provide a screen shot of the home page that shows either the BOC pass rate data or the link to the BOC pass rate data.*

8.1.1 Screen-Shot BOC Pass Rates

2. *Supporting Materials (Optional) (Optional Documentation and Data Uploads)*

The Cal State Fullerton ATP web site includes the BOC pass rate information, as required by the CAATE Standard 8 (Appendix 8.1.1). The table can be accessed directly from our home page by highlighting the "Prospective Students" drop-down menu and clicking on "Overview". The direct link to this page is <http://hhd.fullerton.edu/at/ProspectiveStudents/index.htm>.

9 DATA COLLECTION

Description: *Collect the Data: Programs must obtain data to determine program outcomes as indicated in Standards 6-8. (above)*

Instructions

- For each data point provided above, explain how the outcome meets the mission, goal and objective.
- The CAATE eAccreditation system will automatically calculate the BOC Pass Rate based on information received from the BOC. [Click here to see your programs BOC data.](#)

Supporting Material:

1. The program's mission, goals and objectives are uploaded on Standard 6.
 - 9.1.1 ATP Mission, Goals, & Objectives
2. Provide data from student assessment tools that clearly demonstrate quality of instruction.
 - 9.2.1 2015 SOQ Summary Total
 - 9.2.2 ATS Evaluation of Preceptor - objective
 - 9.2.3 ATS Evaluation of Preceptor - subjective
3. Provide data from student assessment tools that clearly demonstrate the achievement of student learning.
 - 9.3.1 2015-16 ATS GPA – Individual & Cohort
 - 9.3.2 2013-16 first-time BOC Domain Results
4. Provide data from student assessment tools that clearly demonstrate overall program effectiveness.
 - 9.4.1 BOC Pass Rate CAATE 6-6-16
 - 9.4.2 BOC Pass Rates since Accreditation
 - 9.4.3 2013-16 first-time BOC Domain Results
 - 9.4.4 2007-16 Graduation Results
 - 9.4.5 2007-15 Exit Survey Results
 - 9.4.6 2007-16 Alumni Professional Status
5. Supporting Materials
 - 9.5.1 F16 Candidate Screen (blinded)
 - 9.5.2 F16 Finalists Scores (blinded)
 - 9.5.3 F16 Finalists Results (blinded)
 - 9.5.4 Clinical Site Evaluation Summary
 - 9.5.5 Clinical Site Evaluation Summary by Venue

Instructional Quality: The ATP strives to improve instructional quality, and thus student learning and program effectiveness with the regular assessment, analysis, and reflection of AT teaching. Students utilize the Department of Kinesiology – Student Opinion Questionnaire (SOQ) to provide instructor feedback in all regular classes. Students rate faculty using a 10-item, objective instrument, as well as three open-ended questions. Similarly, our AT students evaluate their clinical preceptors at the conclusion of each rotation. Results from these assessment devices allow faculty and clinicians to consider and potentially improve their own instruction. ATP leaders, personnel committee members, and administrators may also utilize these data to improve instruction. Poor teachers and/or preceptors who do not improve can be released or reassigned. Strong faculty and/or preceptors can be retained and assist weaker colleagues. All those mentoring ATS can improve instructional quality, be it didactic or clinical, with this regular, required feedback. By improving class, lab, and clinical instruction with faculty and preceptors, student learning may also increase, which improves product quality – the key to our mission.

Student Learning: ATP leadership regularly assess student outcomes with regard to BOC success (first-time and overall), graduation rates, as well as a number of other metrics. Although these variables are not unique to CSUF, they are important indicators and relate directly to our mission. Without successful graduation, the AT student cannot pass the BOC exam, which is minimally required to help us achieve our mission, goals, and objectives. Every semester, ATS grades are determined and shared with ATP leaders to determine successful progression. BOC scores, including overall results and Domain scores and/or percentages are shared with AT faculty annually. With a reflection on our ATS successes, ATP leaders can adjust as needed to improve student learning, which helps advance healthcare.

Program Effectiveness: The CSUF ATP aims to mentor students to "...become exceptional evidence-based healthcare professionals and distinguished athletic trainers." To assist us in this process we collect, analyze, and reflect on much information. Certainly those mentioned above (BOC and SOQ successes) are key and ones for which we have set ATP standards that speak to our overall program effectiveness. Another CSUF outcome standard we track includes professional involvement (e.g., related employment, post-professional education, etc.). Graduates unable to obtain professionally related employment or post-professional education, this may be an indicator of a needed change. Closely monitoring student learning (e.g. BOC success & graduation rates), instructional quality (e.g. SOQ scores), alumni professional progressions, among other variables, help us meet the ATP Mission, Goals and Objectives.

Regarding the CSUF ATP goal of providing **Instructional Quality**, the identified assessment tools measure the program objectives to integrate current evidence, utilize various instructional methods, and instruct within specialty areas during didactic and clinical education. This, in turn, aligns with our mission to mentor students to become exceptional evidence-based healthcare professionals and athletic trainers through quality instruction.

With respect to the program goal of demonstrated **Student Learning**, these evaluation instruments measure student knowledge and progression during didactic and clinical education. This aligns with the ATP mission for students to become evidence-based healthcare professionals and athletic trainers through their successful completion of assignments/courses and clinical education.

Concerning the goal of **Program Effectiveness**, the detailed appraisal devices gather evidence of students' successful completion of requirements (University, BOC, CAATE) to become athletic trainers; the mission of CSUF ATP. Graduating ATS provide general information regarding their beliefs related to experiences throughout their ATP tenure. Follow-up exit surveys also illuminate blinded response related to the ATP quality. Consideration of summary information occurs with ATP leaders to continue our overall drive for improvement.

10 ANALYSIS

Description: *Data Analysis: Programs must analyze the outcomes data to determine the extent to which the program is meeting its stated mission, goals, and objectives.*

Instructions:

- Provide a narrative on how the program analyzes outcome data to determine the extent to which it meets the program's stated mission, goals, and objectives.
- Provide results and/or summary data of each program and student learning outcome.

Supporting Material:

1. Supporting Materials

- 10.1.1 Student Opinion Questionnaire (SOQ)
- 10.1.2 ATS Evaluation of Preceptor Tool
- 10.1.3 2015-16 ATS GPA – Individual & Cohort
- 10.1.4 2007-16 Graduation Results (blinded)
- 10.1.5 ATP Assessment Plan
- 10.1.6 ATP Assessment Plan Results
- 10.1.7 2015 SOQ Summary Total
- 10.1.8 ATS Evaluation of Preceptor - objective
- 10.1.9 ATS Evaluation of Preceptor - subjective
- 10.1.10 BOC First-Time Domain Results
- 10.1.11 BOC Results since Accreditation

PROGRAM OUTCOME DATA ANALYSES

Instructional Quality: Demonstration of our AT faculty and preceptor instructional quality can be seen through two distinct data sources: the University required Student Opinion Questionnaire (Appendix 10.1.1) and our ATS Evaluations of Preceptor tool (Appendix 10.1.2). University officials, including the Department Personnel Committee, Department Chair, College Dean, University Personnel Committee, University Provost, and University President, may review faculty SOQ results, depending on the faculty member's employment status. The PD typically reviews all AT faculty SOQ summaries annually, but certainly if an issue is becomes evident. Preceptor evaluations by students are reviewed by the PD and CEC as they are completed, with discussions occurring annually or when issues arise as needed.

Student Learning: Once final grades are posted, ATS grades are collected and shared with ATP faculty in a spreadsheet summary (Appendix 10.1.3), as well as by individual results by class. Problem areas are discussed as needed. It should be noted that ATP faculty have direct access through their portal to see current and past CSUF student records, including unofficial transcripts. The PD shares results from the BOC exam and related Domain scores as they arrive. With our recent graduation successes (Appendix 10.1.4) and small cohorts, graduation rates are obvious to ATP leaders and require limited internal discussion.

Overall Program Effectiveness: ATP leaders gauge the ATP's overall effectiveness through the regular collection, interpretation, and deliberation of many data, including those indicated on our ATP Assessment Plan as they related to outcome standard results (Appendix 10.1.6). ATP information gathered and analyzed are multifaceted: formative and summative; formal and informal, and subjective and objective (Appendix 10.1.5). Timing of some data

retrieval are not within our control (e.g., BOC results), while access to other information is regulated by the ATP (e.g., Exit Survey administration). As related information is available, it is typically shared with ATP leaders for consideration. Related informal discussions frequently occur in the workplace setting (email, offices, etc), but regular, formal AT faculty meetings occur periodically to address the ATP.

OUTCOME SUMMARIES

Instructional Quality – SOQ: As a group, the full and part-time AT faculty ranked as “Excellent” (Appendix 10.1.7) as determined by University and Department Standards (Appendix 10.1.1). The mean total score for the 2015 AT faculty was 92.9% A+B and 74.5% A, both considered as “Excellent” by Department Standards (Appendix 10.1.6). Such a rating requires 90% or higher Well Above Average + Above Average (A+B) ratings or 60% or higher of Well Above Average (A) ratings. An overall “Good” rating requires 75-89% A+B ratings (10.1.1). Across all AT faculty SOQ results, eight of ten individual SOQ items ranked as “Excellent”, while the other two SOQ items (dealing with grades and exams) ranked as “Good” at 88% and 89.5% A+B totals (Appendix 10.1.7).

Instructional Quality – ATS Evaluation of Preceptors: Data collected via anonymous reports submitted by our ATS over the past 3 years, indicate our preceptors are committed healthcare professionals who strive to mentor students in a positive manner. Our system requires students to rank their preceptor at the end of each clinical rotation. The instrument includes 21-objective and 5-subjective items. Objective results (Appendix 10.1.8) indicated the CSUF preceptors mean score across all items and all individuals was 4.25/5.00 (85%). The overall feeling described by ATS respondents in their subjective comments was positive (Appendix 10.1.9).

Student Learning – ATS Grades: Each semester the ATP leaders collect and review numerous data sets; one of which involves student grades. Specific GPAs (Overall, AT Core, & AT Foundation) are calculated and compared to ATP Standards. Results from the 2015-16 year indicate that CSUF AT majors continue to excel (Appendix 10.1.3). The total ATS semester GPAs were 3.48 for Fall 2015 and 3.38 for Spring 2016. Only two of 22 and three of 16 ATS earned semester GPAs less than a 3.0 in the Fall and Spring semesters, respectfully. ATS overall GPAs were 3.47 (Fall) and 3.48 (Spring). Additionally, the calculated AT Core and AT Foundation GPAs were similarly strong ((Appendix 10.1.3).

Student Learning – First-Time BOC Domain Results: As has been the trend, over the past three BOC testing cycles, CSUF graduates scored well in each of the five BOC Domains, as well as in the total scores (Appendix 10.1.10), as well as first-time and overall pass rates (Appendix 10.1.11). According to current BOC reports, all Cal State Fullerton graduates averaged 590 on all first-time BOC attempts, well above the national average. CSUF graduates also averaged above the national means in all five Domains over the past three BOC cycles (Appendix 10.1.10).

Student Learning – Graduation: Since our last CAATE accreditation we have continued to excel with regard to successfully graduating AT students. Since the Fall 2007 cohort, we admitted 56 students into the AT major, of which all 56 (100%) graduated with their BS in AT

from Cal State Fullerton (Appendix 10.1.4). These numbers compare favorably with overall University graduation rates of 53.5% (six-year freshmen rate) and 71.5% (six-year transfer rate). Of the 56 ATP graduates, 24 (42.9%) graduated with University honors: 15 - Cum Laude; 7 - Magna Cum Laude; and 2 - Summa Cum Laude (Appendix 10.1.4).

Overall Effectiveness – BOC Results: Cal State Fullerton perform well on their national board exam, as evidence by their 94%+ first-time success in the past three years and over 75% since our initial graduating cohort as an accredited ATP (Appendix 10.1.11). Every student admitted to the AT major (56/56) since our last accreditation graduated with the BS in AT degree from Cal State Fullerton (Appendix 10.1.4). Of these 56 graduates, 53 (94.6%) became certified athletic trainers. Two graduates never took the BOC exam, while one of our May 2016 graduates will take his first attempt in August. Of the 53 alumni who took the exam, all but three (94.3%) passed on the first attempt (Appendix 10.1.4).

Overall Effectiveness – Employment: The Cal State Fullerton ATP strategically plans a limited admission, and thus graduation for our BS in AT major. Through this philosophy, we continue to advance our graduates, the University, and the profession by not over-saturating the relatively limited, moderate-paying, job market. Since our 2007 CAATE re-accreditation, we have graduated 56 students and produced 53 athletic trainers (94.6%), of which 46 (86.8%) practice as athletic trainers and two others (3.8%) practice as related healthcare professionals (PA & RN) while maintaining their AT credential (Appendix 10.1.4). Two BOC certified alumnus (3.8%) presently attend or are applying to related graduate schools (one in medical school, while a 2016 graduate is applying to physical therapy school). Only three (5.4%) of all 2007-16 graduates are not BOC certified. Two (3.8%) never took the exam, while a May 2016 graduate take the BOC in August (Appendix 10.1.4).

The section from our original response, labeled "OUTCOME SUMMARIES" provides a summary of how data are analyzed. Student Opinion Questionnaire (SOQ) scores of "Good" or "Excellent" and "Most of the time" and "Always" on preceptor evaluations provide evidence that the ATP is meeting the objectives for the Instructional Quality goal. These SOQ data are annually reviewed by the PD to ensure that we are maintaining our standard of "average total AT faculty SOQ rating of "Good" to "Excellent", which helps our students to become quality athletic trainers. Ratings below those standards are indications of areas of improvement needed, which is in line with Department and University faculty expectations. The ATP similarly utilized this scheme as assessment marker of preceptor Quality Instruction. Qualitative feedback from students on the preceptor and clinical site evaluation form are integrated into the overall clinical education assessment, which aligns with the goal of providing **Quality Instruction** and our mission to mentor students to become evidence-based athletic trainers.

Data for the goal regarding **Student Learning** are analyzed to determine successful ATP progression on a semester and annual basis, to ensure that we are maintaining our standards of $\geq 70\%$ first-time BOC pass rate and $\geq 90\%$ University graduation rate. The ATS demonstration of evidence-based knowledge and successful completion of courses is necessary to progress through the program and eventually graduate from the University.

These requirements directly align with our mission to mentor students to become evidence-based athletic trainers.

Overall **Program Effectiveness** data are analyzed to ensure that the program is adequately preparing students for $\geq 90\%$ University graduation and $\geq 70\%$ first-time BOC pass rate. The PD also regularly evaluates AT faculty SOQ scores, as well as our post-professional placements (i.e., employment, graduate school attendance, internships, etc.). Such on-going reviews help to ensure the successful attainment of our mission to mentor students to become “exceptional evidence-based, health-care professionals and distinguished athletic trainers”.

11 BOC DATA ANALYSIS

Description: Data Analysis: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC exam.

Instructions:

- The CAATE eAccreditation system will automatically calculate the BOC Pass Rate based on information received from the BOC. [Click here to see your programs BOC data.](#)

Supporting Material:

1. Supporting Materials

- 11.1.1 BOC Pass Rate CAATE 6-6-16
- 11.1.2 BOC Results since Accreditation
- 11.1.3 BOC First-Time Domain Scores

The BS in Athletic Training major at Cal State Fullerton consistently exceeds the CAATE Standards related to the BOC examination success (Appendices 11.1.1, 11.1.2, & 11.1.3). The current CAATE website, as well as our webpage display a 3-year aggregate for first-time BOC pass rate of 95.2% (20/21), while our most current 3-year aggregate for overall BOC pass rate is 100% (21/21).

12 ACTION PLAN

Description: *Action Plan: The results of the data analysis are used to develop a plan for continual program improvement. This plan must:*

- A. *Develop targeted goals and action plans if the program and student learning outcomes are not met; and*
- B. *State the specific timelines for reaching those outcomes; and*
- C. *Identify the person(s) responsible for those action steps; and*
- D. *Provide evidence of periodic updating of action steps as they are met or circumstances change.*

Instructions:

- *Provide a narrative explaining how the program achieved or did not achieve the program and student learning outcomes.*
- *For any outcome not met, explain the program's action plan and delineate a specific timeline for reaching the desired outcome.*

Supporting Material:

1. *Identify the individual(s) who is (are) responsible for developing, implementing, and monitoring the action steps within the program's plan.*
2. *Provide evidence of how the program has updated their action steps or long-term goals once the previous outcomes have been met or circumstances have changed*

12.1.1 ATP Assessment Plan Results
 12.1.2 & 12.2.1 ATP Outcomes Action Plan

Currently, as presented in our ATP Assessment Plan (Appendix 12.1.1), we officially track, analyze, and set standards for five related outcomes. Presently, the Cal State Fullerton is exceeding all the stated ATP goals and objectives (Appendix 12.1.1). The CSUF ATP plans to continue to evaluate and advance our Assessment Plan to better meet our Mission, Goals and Objectives.

The ATP Director, is ultimately responsible for the AT Program, which includes developing, implementing, and monitoring any action steps within the program's plan. Evidence of the ATP continued assessment and is seen by the development of more extensive and detailed Goals and Objectives since our 2014-15 CAATE Annual Report (Appendices 12.1.2 & 12.12.1).

As we originally read the Standard 12 – Description and Standard 12 Instructions, it was unclear what exactly the CAATE sought for this section. We apologize to the Reader and Visitors for any confusion. The Cal State Fullerton ATP continues to exceed all our stated Outcome benchmarks, as detailed in the ATP Assessment Plan Results (Appendix 12.1.1). As such, no specific Action Plan, as defined by CAATE, is required. With that said, please disregard the original narrative and related materials (Appendices 12.1.2 & 12.2.1)

13 BOC ACTION PLAN

Description: Action Plan: Programs that have a three year aggregate BOC first-time pass rate below 70% must provide an analysis of the deficiencies and develop an action plan for correction.

Instructions

- Provide a narrative identifying deficiencies in the program that may contribute to three year aggregate BOC first-time pass rates below 70%.
- For each area of deficiency, provide the action plan outlining how the program will achieve a three year aggregate BOC first-time pass rate of 70% or higher.
- Include metrics demonstrating how the program will evaluate the plan.

Supporting Material:

13.1.1 BOC Pass Rate CAATE 6-27-16

13.1.2 BOC Results since Accreditation

Cal State Fullerton continues to exceed the CAATE Standards related to the BOC examination success (Appendix 13.1.1). As students and alumni continue to complete the BOC exam, the results change with time. As can be seen by the evidence provided, our success continues to improve related to both overall and first-time pass rates.

14 PROGRAM DIRECTOR EMPLOYMENT

Description: Program Director must be a full-time employee of the sponsoring institution.

Instructions

- Provide documentation verifying the Program Director's full time employment at the institution.

Appendix 14.1.1 1997 Appointment Letter RK redacted

Appendix 14.1.2 2002 Tenure-Promotion Letter RK redacted

Appendix 14.1.3 2015-16 Catalog: University Faculty RK

Appendix 14.1.4 2015-16 Catalog: Department Faculty RK

In 1997, California State University, Fullerton hired Robert Kersey, PhD, ATC as a full-time, tenure-track Associate Professor for the Division of Kinesiology and Health Science (Appendix 14.1.1). He earned tenure and Full Professor status in 2002 (Appendix 14.1.2). Dr. Kersey is presently the ATP Director and full-time, tenured, Professor in the Department of Kinesiology (Appendices 14.1.3 & 14.2.4).

15 PD EMPLOYMENT

Description: Program Director must have full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

Instructions

Supporting Material:

1. Provide documentation verifying full faculty status, rights, responsibilities, and privileges of the program director as defined by institution policy.

Appendix 15.1.1 RK Tenure-Promotion Letter RK redacted

2. Provide documentation verifying that the rights, privileges and responsibilities are consistent with similar positions at the institution.

Appendix 15.2.1 University Policy Statement 210.00

Appendix 15.2.2 2015-16 CSUF Faculty Handbook

Like other tenured, professors at CSUF and across the California State University system, (Appendix 15.1.1), current ATP Director, Dr. Kersey retains all the related rights, responsibilities, and privileges with which this position is associated (Appendices 15.2.1 & 15.2.2).

16 PD RESPONSIBILITIES

Description: Program Director must have programmatic administrative and supervisory responsibility assignment that is consistent with other similar assignments within the degree-granting unit at the institution.

Instructions

- Provide the Program Director's job description or a narrative explaining programmatic administrative and supervisory responsibility and how this position is consistent with other similar assignments at the institution.

Supporting Material: Supporting Materials

- Appendix 16.1.1 1997 PD Faculty Position Announcement
- Appendix 16.1.2 University Policy Statement 210.00
- Appendix 16.1.3 University Policy Statement 211.100
- Appendix 16.1.4 RK Tenure-Promotion Letter (redacted)
- Appendix 16.1.5 2015-16 Catalog: Department Faculty RK
- Appendix 16.1.6 ATP PD Description*

CSUF does not utilize specific job descriptions for tenure-line faculty positions. The original faculty position announcement does provide a general overview of the PD responsibilities (Appendix 16.1.1). Similar to all other tenure-line faculty, the PD must remain successful in three academic areas: teaching, scholarship, and service as described in University Policy Statement 210.00 (Appendix 16.1.2). In his role as PD, Dr. Kersey oversees the daily operation and administration of the AT major at Cal State Fullerton.

It is the practice across the CSU system and Cal State Fullerton as detailed in University Policy Statement 211.10, for Department Chairpersons and Program Directors/Coordinators to be faculty, rather than administrative positions (Appendix 16.1.3). Dr. Kersey is a fully-tenured professor (Appendices 16.1.4 & 16.1.5) with fiscal support stemming 100% through academics (College of Health & Human Development and Department of Kinesiology). The ATP Director has no clinical responsibilities with any related department(s).

As previously stated, the CSU system, including our University, does not utilize individual job descriptions for faculty. With thousands of such employees, this is simply not feasible. The Department of Kinesiology recently detailed various roles (e.g. graduate and undergraduate coordinators), for which faculty receive release time. Please see the ATP Program Director description (Appendix 16.1.6) developed by the Department Chair in conjunction with the PD, which along with the other related documents validate our meeting of Standard 16.

17 PD RELEASE TIME

Description: Program Director must have administrative release time. The Program Director release time must be equivalent to similar health care programs in the institution. If no such similar program exists at the institution, then benchmark with peer institutions.

Instructions

- Provide a narrative explaining the Program Director's administrative release time.
- Explain how the Program Director's workload compares to similar positions at the institution and how it compares to institutional policy.

Supporting Material:

1. Submit PD and CEC Workload Table that includes a breakdown of the Program Director's administrative, teaching, service, and scholarship workload. Click on the link to download the Form. After you've completed it, please upload it as Supporting Material.

Appendix 17.1.1	2015-16 Faculty Handbook – faculty load
Appendix 17.1.2	CSU ATP Normal Load-Release Time
Appendix 17.1.3	2015-16 PD Workload Table RK
Appendix 17.1.3	2016-17 PD Workload Table RK*

The CSUF ATP Director is a tenured full-professor from the Department of Kinesiology within the College of Health and Human Development. Similar to other regular CSU full-time faculty, Dr. Kersey has a 15-unit per-semester load (Appendix 17.1.1). Tenured or tenure-track faculty get a 3-unit release per semester for scholarship and service. Thus, tenure-line faculty generally teach 12-units per semester, while full-time lecturers (no scholarship requirements) teach a 15-unit load per semester (Appendix 17.1.1). Standard procedures across the Cal State University system allows for awarding of faculty release time for program oversight by academic units, typically recommended by the Department Chair and approved by the College Dean and ultimately the Provost.

In his ATP administrative role, Dr. Kersey receives a 3-unit course release each semester to oversee the CAATE accredited program (Appendix 17.1.2 – PD Workload Table). As such, his normal teaching load (9-units per semester) is comparable to other faculty in similar roles. For the 2015-16 academic year, the Department of Kinesiology provided an additional 3-unit release time for Chairing the CAATE Self-Study Committee. Dr. Kersey has no clinical responsibilities.

Although Cal State Fullerton houses a couple other healthcare related programs (nursing, counseling, & social work), these are graduate programs with dissimilar characteristics. Since seven of the 23 universities in our statewide CSU system, have CAATE-accredited, undergraduate AT programs, it is best to compare ourselves to this group.

As can be seen by the accompanying table (Appendix 17.1.2), our Program Director has a similar annual teaching load (24 units per year), as well as a comparable release time (6 units per year) to the other CAATE-accredited programs. The Cal State Fullerton PD has no greater teaching load nor receives less release time than any other Program Director in the CSU

system. The release time for the Cal State Fullerton PD is comparable to other similar positions at related institutions.

Please refer to the new 2016-17 PD Workload Tables for Program Director (Appendix 17.1.3).

18 PD OVERSIGHT

Description: *Program Director Responsibilities must include input to and assurance of the following program features:*

- a) *Ongoing compliance with the Standards;*
- b) *Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum;*
- c) *Clinical education;*
- d) *Programmatic budget.*

Instructions

- o *Provide a narrative that explains the Program Director's extent of involvement, input and assurance of the responsibilities in Standard 18 a thru d.*

Supporting Material: *None apply to this Standard*

The PD has oversight of the BS in Athletic Training major at Cal State Fullerton, including administration of the curriculum, clinical education and fiscal issues. The leadership style utilized, involves one of shared-governance and consensus with the other AT faculty and key personnel. Our philosophy is one of continual improvement toward excellence, so self-assessment and related adjustment is normal.

The ATP stakeholders believe the clinical education of our AT students is a critical component of our success. The PD guides the AT leaders in the regular review of our clinical sites and related preceptors. The AT leaders visit every clinical site at least once per year during normal working hours. As needed, the PD communicates with all preceptors individually or as a group via telephone calls, emails, or in-person visits. The PD shares in the recruitment of new preceptors and their related clinical sites.

Although the foundation of our AT curriculum remains solidly consistent, we always consider our relative strengths and weaknesses, as we seek to provide the best for our AT students, as well as the profession and the University. Our team of AT faculty leaders, led by the PD, regularly review the courses, including sequencing, textbooks, assignments, and content, as well as teaching and assessment strategies.

The fiscal oversight of the ATP generally occurs at the level of the Department (Department Chair), although various related responsibilities are delegated to the PD. The Department budget from the College of Health and Human Development occurs in two distinct divisions: personnel and non-personnel related items. Historically, the PD has overseen the search for all AT faculty, in roles as chair of Department Search Committees for tenure line and full-time lecturer faculty, as well as leading the quest for our adjunct faculty. The non-personnel aspect of the budget is further divided based on its source: O&E (Operating & Expense) and MCF (Miscellaneous Course Fees). Other than personnel and maintenance costs, our budgetary requirements are generally funded through MCF, which is Department Committee driven. The PD has consistently served on the MCF Committee since its inception and thus has critical input into Department control of these funds. Lastly, the PD control three Philanthropic Foundation accounts.

19 PD BOC CREDENTIAL

Description: *Program Director Qualifications: The Program Director must be credentialed and be in good standing with the Board of Certification (BOC).*

Instructions

- Provide a copy of current BOC card or on-line verification of credential for the Program Director.

Supporting Material: *Supporting Material*

Appendix 19.1.1 2016 BOC On-Line Verification RK

Appendix 19.1.2 2016 BOC Card RK

Dr. Robert Kersey is presently a Certified Athletic Trainer (000100158) in good standing with the Board of Certification, Inc. (Appendices 19.1.1 & 19.1.2).

20 PD STATE CREDENTIAL

Description: *Program Director Qualifications: The Program Director must possess a current state athletic training credential and be in good standing with the state regulatory agency (where applicable).*

Instructions

- Provide verification of current state credential for the Program Director.

Supporting Material:

1. Supporting Materials

Appendix 20.1.1 2016 BOC Verification of California Non-Regulation

Unfortunately, California does not presently regulate the profession of athletic training. As such, no athletic trainer practicing in California is required to have a credential, other than requirements by the BOC. Although difficult to document a negative, this situation can best be verified from the BOC web site (Appendix 20.1.1).

21 PD QUALIFICATIONS

Description: *Program Director Qualifications: The Program Director must be qualified commensurate with other administrative positions within similar health care programs in the institution. If no such similar program exists at the institution, then benchmark with peer institutions.*

Instructions

- Provide a narrative explaining how the Program Director's qualifications meet or are similar to like positions at the institution, or peer institutions.

Supporting Material: *None apply to this Standard*

As the Program Director for the CAATE accredited BS in AT major, Dr. Kersey is a tenured, full-professor in good standing within the Department of Kinesiology, the College of Health and Human Development, and the University. Standard practice across the CSU system, including Cal State Fullerton is to have qualified tenured faculty in leadership roles such as Department Chairpersons, Directors, and Coordinators (Appendix 16.1.3).

Cal State Fullerton houses three other professional healthcare programs within the College of Health and Human Development: nursing, counseling and social work. Similar to those with administrative oversight for these related programs, our Program Director is educationally (terminal degree) and experientially (clinical and administrative history) prepared.

All three are housed at the department or school level, while the ATP operates as a major within a large department (Kinesiology). These other programs are primarily offered at the graduate level, although nursing offers degrees at three levels: bachelor, master, and doctorate. Their faculty and student populations are much larger than the ATP.

Similar to the ATP Director, the individuals with administrative responsibilities (department chairpersons, directors, coordinators, etc.) for these program are all academic, tenure-line, faculty. None are University-classified as an administrator, but rather they are faculty with release time for their administrative duties. As stated in the original narrative, this is standard procedure (please refer to Appendix 16.1.3) for such positions within the Cal State University system (directors, department chairpersons, etc.). As such, the qualifications required for these roles is that of a specific faculty for that school, department or program, notwithstanding any accrediting agency requirements (licensure, certification, etc.). As such, the ATP Director's qualifications are commensurate with other such administrative positions at Cal State Fullerton.

22 CLINICAL EDUCATION COORDINATOR APPOINTMENT

Description: *Clinical Education Coordinator: A faculty member (the Program Director or other duly appointed faculty) must be identified as the Clinical Education Coordinator.*

Instructions

- Provide PD and CEC Workload Table that identifies the faculty member who has the Clinical Education Coordinator role.

Supporting Material:

1. Provide PD and CEC Workload Table that identifies the faculty member who has the Clinical Education Coordinator role. Click on the link to download the Form. After you've completed it, please upload it as Supporting Material.

Appendix 22.1.1	2016-17 CEC Workload Table MM*
Appendix 22.1.2	2015-16 CEC Workload Table MM
Appendix 22.1.3	2016-17 CEC Workload Table TK*
Appendix 22.1.4	2015-16 CEC Workload Table TK

Cal State Fullerton recently (August 2015) hired two new tenure-track AT faculty – Drs. Melissa Montgomery and Tricia Kasamatsu. Our Clinical Education Coordinator of many years, (Dr. Kavin Tsang) also recently (August 2015) was elected to the position of Department Chairperson. With these faculty changes, we appointed both Dr. Montgomery and Dr. Kasamatsu as Co-Clinical Education Coordinators for the 2015-16 academic year. We believed this co-assignment was the best way to assure their familiarity with our AT students, faculty, preceptors, clinical sites, as well as the Program in general. This also allowed some administrative release time to both individuals.

Please refer to the new 2016-17 CEC Workload Tables for our Co-Clinical Education Coordinators – Drs. Montgomery (Appendix 22.1.1) and Kasamatsu (Appendix 22.1.3).

23 CEC RELEASE TIME

Description: *Clinical Education Coordinator: The Clinical Education Coordinator must be allowed release/reassigned workload to meet the institutional responsibilities for Clinical Education. The Clinical Education Coordinator's release time must be comparable to similar health care programs in the institution. If no such similar program exists at the institution, then benchmark with peer institutions.*

Instructions

- Provide a breakdown of the Clinical Education Coordinator's administrative, teaching, service, and scholarship workload (PD and CEC Workload Table).
- Provide a narrative explaining the Clinical Education Coordinator's administrative release time.

Appendix 23.1.1	CSU ATP Normal Load-Release Time
Appendix 23.1.1	2015-16 Faculty Handbook – faculty load
Appendix 23.1.1	2016-17 CEC Workload Table MM*
Appendix 23.1.1	2015-16 CEC Workload Table MM
Appendix 23.1.2	2016-17 CEC Workload Table TK*
Appendix 23.1.3	2015-16 CEC Workload Table TK

Dr. Melissa Montgomery and Dr. Tricia Kasamatsu were both recently hired as tenure-track, assistant professors in the Department of Kinesiology. Together, they presently oversee the clinical education of our AT majors. Similar to other regular CSU full-time faculty, they both have a 15-unit per-semester load (Appendix 23.1.1). Additionally each tenured or tenure-track faculty gets a 3-unit per semester release for scholarship and service. Thus, tenure-line faculty generally teach 12-units per semester (Appendix 23.1.1).

The CEC receives a 3-unit course release per semester for the completion of these related duties. As the Co-CEC, Drs. Montgomery and Kasamatsu split the earned release time, so each receives a 3-unit course release per year. As such, their eventual normal teaching load (12-units per semester) is reduced by one class per year comparable to other faculty in such roles. Both are also currently receiving release time from the College, as new tenure-line faculty (Appendices 23.1.2 & 23.1.3). Neither Dr. Montgomery nor Dr. Kasamatsu have any clinical responsibilities.

Although Cal State Fullerton houses a couple other healthcare related programs (nursing, counseling, & social work), these are all graduate programs with dissimilar characteristics. Since seven of the 23 universities in our statewide CSU system, have CAATE-accredited, undergraduate AT programs, it is best to compare ourselves to this group.

As can be seen by the accompanying table (Appendix 23.1.1), our Clinical Education Coordinators have a similar annual teaching load (24 units per year), as well as a comparable release time (6 units per year) to the other CAATE-accredited programs within the CSU system. The Cal State Fullerton CEC has no greater teaching load nor receives less release time than any other Clinical Education Coordinator in the CSU system. The release time for the Cal State Fullerton CEC is comparable to other similar positions at similar institutions (Appendices 23.1.3 & 23.1.5).

Two weeks before the start of our Spring 2016 semester, one of our part-time adjunct faculty informed us of an impactful illness that required her absence. This news led to some last minute Spring 2016 changes for some of the AT faculty. Dr. Montgomery, in consultation with the PD, the Department Chair, and the College Dean took on an extra class to support her colleague (thus an apparent difference in New Faculty release time between Drs. Montgomery and Kasamatsu). As can be seen from the updated 2016-17 CEC Workload Table, Dr. Montgomery has been duly credited for her sacrifice during the Fall 2016 semester, as she received 9 units of New Faculty release time in the current academic year of 2016-17 (Appendix 23.1.3). Thus, both new AT faculty earned a total of 12 units of release time as new faculty in their first two academic years, which is the norm (Appendices 23.1.3 - 23.1.6).

24 CEC RESPONSIBILITIES

Description: *Responsibilities of the Clinical Education Coordinator: The Clinical Education Coordinator must assure the following:*

- a) *Student clinical progression;*
- b) *Clinical site evaluation;*
- c) *Student evaluation;*
- d) *Preceptor training;*
- e) *Preceptor evaluation.*

Instructions

- o *Include in this job description the role of the Clinical Education Coordinator's input and assurance of the responsibilities in Standard 24 a thru e.*

Supporting Material:

1. *Provide a Clinical Education Coordinator's job description or a narrative explaining programmatic administrative and supervisory responsibility.*

Appendix 24.1.1	2014-15 AT Faculty Announcement
Appendix 22.1.2	University Policy Statement 210
Appendix 22.1.3	ATP CEC Description*

Our Co-Clinical Education Coordinators oversee the clinical education of the AT majors at Cal State Fullerton. Both Drs. Montgomery and Kasamatsu are tenure-track assistant professors with fiscal support stemming 100% through academics). The CECs, like other full-time AT faculty, have no clinical responsibilities with any related department(s). As with many other ATP verdicts, specific decisions related to the ATS clinical experiences are rarely left solely to our CECs. Our general ATP philosophy is one of consensus. Across the academic program, we most commonly seek input from and have discussions with all AT faculty, as well as related preceptors and clinical staff.

With that said, our Clinical Education Coordinators (CEC) provide administrative and managerial leadership with regard to clinical experiences of all AT majors. Specifically, the CEC manage the on-going ATS assessments (Self & Preceptor), while the ATS Exit Evaluations are typically completed by the PD. The CECs are responsible for the tracking of ATS clinical progressions, through the various specific preceptor and venue assignments. When clinical assignments are to be made, the CECs provide the leadership group with detailed historical perspectives, available options, and recommendations. The CEC makes clinical assignments after consulting with the group.

To provide the best education for our ATS, we believe it is important for the leadership group to know the clinical sites, as well as their various preceptors. Thus, similar to other aspects of ATS clinical education, oversight of clinical site selections and evaluations involve key ATP personnel, but transpire under the guidance of our CECs. New clinical site proposals are deliberated in detail and minimally include visits by the PD and CECs.

Preceptor training is generally discussed among the leadership group with recommendations stemming from the CECs. With their close ties to our preceptors, the CECs are in a good position to understand their needs, as well as the educational needs of our ATS. Specific preceptor training may be presented by a number of qualified individuals, from within our ATP or external to it depending on the topic, but general oversight is led by our CECs.

As previously described with regard to the PD, CSUF does not utilize specific job descriptions for tenure-line faculty positions. The faculty vacancy announcements for our recent hiring of both Drs. Kasamatsu and Montgomery provide a general overview of faculty roles (Appendix 24.1.1). Similar to all other tenure-line faculty, the ATP CEC must remain successful in three academic areas: teaching, scholarship, and service as described in University Policy Statement 210.00 (Appendix 24.1.2).

As previously stated, the CSU system, including our University, does not utilize individual job descriptions for faculty. With thousands of such employees, this is simply not feasible. The Department of Kinesiology recently detailed various roles (e.g. graduate and undergraduate coordinators), for which faculty receive release time. Please see the Clinical Education Coordinator description (Appendix 24.1.3), which along with the other related documents validate our meeting of Standard 24.

25 FACULTY QUALIFICATIONS

Description: *Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.*

Instructions

- *Provide the Faculty and Instructional Staff Information that identifies all faculty and instructional staff that instruct courses associated with the current version of the athletic training knowledge, skills, and abilities.*
- *A list of Faculty and Instructional Staff is maintained on the Faculty Tab. Click here to update the information before submitting the Self-Study.*

Supporting Material: *Supporting Materials*

All Cal State Fullerton AT faculty are certified as athletic trainers by the BOC, Inc., and are in good standing with regard to their credential. Additionally, all AT faculty meet the minimal California State University, Fullerton requirements as faculty (tenured, tenure-track, lecturer, or adjunct) with regard to earned degrees, specific credentials, and related expertise.

26 FACULTY APPOINTMENT

Description: *Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must be recognized by the institution as having instructional responsibilities.*

Instructions

Supporting Material:

1. Provide appointment letters for all athletic training instructional faculty or verification of faculty appointment as delineated in the university catalog.

Appendix 26.1.1	2015-16 CSUF Catalog: Full-Time AT Faculty
Appendix 26.1.2	2015-16 CSUF Catalog: Department Full-Time AT Faculty
Appendix 26.1.3	2015-16 New AT Faculty Appointment Letters
Appendix 26.1.4	2016-17 CSUF Catalog: Department Full-Time AT Faculty
Appendix 26.1.5	2015-16 Adjunct AT Faculty Appointment Letters

All AT faculty are officially recognized by the University as having instructional responsibilities. Per University policy, the official University Catalog lists only all full-time instructional faculty, so Drs. Tsang and Kersey, as well as Barbie Gil-Alviso are highlighted in the 2015-16 edition (Appendix 26.1.1). Drs. Kasamatsu and Montgomery were not included in the 2015-16 University Catalog, which went live prior to their August 2015 start date. We were able to get them added to the Department of Kinesiology page for the 2015-16 Catalog (Appendix 26.1.2). The new AT faculty appointment letters also serve as evidence of their full-time faculty status (Appendix 26.1.3), as does their inclusion in the 2016-17 CSUF Catalog (Appendix 26.1.4). The official University Catalog does not normally identify part-time or adjunct instructional faculty. As such, copies of appointment letters for all the adjunct AT faculty from 2015-16 are provided (Appendix 26.1.5).

27 FACULTY INSTRUCTION REQUIREMENTS

Description: *Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must incorporate the most current athletic training knowledge, skills, and abilities as they pertain to their respective teaching areas.*

Instructions

- Provide a narrative describing how all faculty and instructional staff are informed of the current version of the athletic training knowledge, skills, and abilities.

Supporting Material: *None apply to this Standard*

First, all Cal State Fullerton AT faculty remain current with the BOC, Inc., including the professional education and Evidence-Based Practice requirements. Vetting of any potential AT faculty is extensive and follows University regulations. The University regularly reminds all faculty of the minimal course requirements. The PD normally reinforces all AT faculty of their course Competencies and/or Proficiencies inclusion requirements. The PD regularly reviews syllabi for required content, course textbooks and supplemental materials, and related assignments. AT faculty must include the designated content, utilize the approved textbook and/or supplemental materials, and include specific required assignments.

All newly hired AT faculty receive University/Department guidelines, followed by an orientation to our AT education, as well as to their specific class to be taught. This orientation includes the PD, and other instructors for that course. Currently accepted University course syllabi are provided as a template. The Competencies and/or Proficiencies to be addressed (taught and/or assessed) are also clarified. Samples of other related course materials are also provided, including, but not limited to: related position statements, PowerPoint slides, assignment details, exams, etc. Additionally, representatives of the ATP regularly attend athletic training education related conferences (e.g., CAATE, ATEC) and disseminate information and updates to faculty and instructional staff.

Although the BOC Exam References change annually, the PD and AT faculty closely monitor this document among other items, to ensure that key AT course reference materials (textbooks, position statements, etc.) remain included in the respective courses. All primary textbooks utilized in the core AT classes are presently on the BOC Exam References for 2015-16.

Knes 200: Principles of AT: A Competency-Based Approach. Prentice
 Knes 365: Principles of AT: A Competency-Based Approach. Prentice
 Knes 373: Examination of Orthopedic & Athletic Injuries. Starkey & Brown
 Knes 374: Examination of Orthopedic & Athletic Injuries. Starkey & Brown
 Knes 375: Sports Emergency Care: A Team Approach. Rehberg
 Knes 377: Therapeutic Exercise for Musculoskeletal Injuries. Houghlum
 Knes 378: Therapeutic Modalities for Musculoskeletal Injuries. Denegar et al
 Knes 451: Clinical Pathology for Athletic Trainers. O'Connor & Fincher
 Knes 465: Management Strategies in Athletic Training. Ray & Konin

28 FACULTY STATE CREDENTIALS

Description: *Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must possess a current state credential and be in good standing with the state regulatory agency (where and when applicable) when teaching hands-on athletic training patient care techniques with an actual patient population.*

Instructions

- Provide current state credential for all athletic training faculty teaching hands-on athletic training patient care techniques.

Appendix 28.1.1 BOC Verification of California Non-Regulation

2. *Supporting Materials (Optional) (Optional Documentation and Data Uploads)*

Appendix 28.2.1 2017 Boyle-Walker PT License*

Appendix 28.2.2 2017 Van Riper PT License*

Unfortunately, California does not presently regulate the profession of athletic training. As such, no athletic trainer practicing in California is required to have a credential, other than requirements by the BOC. Although difficult to document a negative, this situation can best be verified from the BOC web site (Appendix 28.1.1).

Please accept copies of the current physical therapy licenses for both Kris Boyle-Walker (Appendix 28.2.1) and Mark Van Riper (Appendix 28.2.2).

29 FACULTY BOC CREDENTIAL

Description: *Athletic Training Faculty Qualifications: All athletic trainers who are identified as the primary instructor for athletic training courses (as identified by the matrix) must be certified by the BOC and, where applicable, be credentialed by the state.*

Instructions

- Provide a copy of current BOC card or on-line verification certification.
- Individuals not holding BOC certification must provide verification of appropriate current practice credential.

Supporting Material:

1. Provide a copy of current BOC card or on-line verification certification.

Appendix 29.1.1 2015-16 BOC Verification AT Faculty

All Cal State Fullerton AT faculty are certified as athletic trainers by the BOC, Inc., and are in good standing with regard to their credential (Appendix 29.1.1). Two current faculty are known to the BOC by different names. Cindi Chu-Coury is Mei Chu with the BOC. Her actual given name is Mei and Coury is her married last name. Stacy Camou is Stacy Diaz with the BOC. Diaz is her maiden name she used when she became certified. Camou is her married last name and the one she uses.

30 FACULTY NUMBER

Description: *Athletic Training Faculty Number: In addition to the Program Director, there must be a minimum one full-time (1.0 FTE) faculty member as defined in the glossary, dedicated (100% of 1 FTE) to the athletic training program. (Revised March 1, 2013, programs must be in compliance by July 1, 2015)*

Instructions

- *Submit Faculty and Instructional Staff Information.*
- *A list of Faculty and Instructional Staff is maintained on the Faculty Tab. Click here to update the information before submitting the Self-Study.*
- *Explain what constitutes a full-time FTE at your institution.*

Supporting Material: *Supporting Materials*

[Appendix 30.1.1 2015-16 Faculty Handbook](#)

During the 2015-16 academic year, Cal State Fullerton employed five full-time and seven part-time (adjunct) AT faculty, whose responsibility were the education of our ATS (Faculty Tab). California State University, Fullerton defines a full-time faculty as one whose classroom teaching load is 24 semester credits per year for tenure-track faculty and 30 semester units for lecturers (Appendix 30.1.1). Dr. Tsang began his 3-year, elected term as Department Chairperson in 2015. Even though he has no teaching requirements, per University guidelines, he remains a full-time, tenured faculty at the rank of Associate Professor.

31 FACULTY ADVISING

Description: *Athletic Training Faculty: Based on the program's student enrollment, the number of athletic training faculty must be sufficient to advise and mentor students.*

Instructions

- *Explain how students are advised, the average number of advisees per faculty member, and how this is comparable to other programs at the institution.*

Supporting Material: *None apply to this Standard*

Cal State Fullerton offers general advising for all students through the Academic Advisement Center. Additionally, more focused advising occurs by way of specialists employed in centers such as the Health Professions Office, Athletic Academic Services, Educational Opportunity Program (EOP), Intensive Learning Experience, the Learning Center, the Student Retention Services, Student Support Services, and Testing Services. Along with in-person advising, all students and faculty also have electronic access to the Titan Degree Audit (TDA) that provides real-time access to student graduation progress

Specific advice for majors typically occurs within departments and programs. The Department of Kinesiology provides advisement with two full-time lecturers whose primary duties include undergraduate advisement. *The Undergraduate Coordinator for Kinesiology assists with advisement on occasion. Due to our close relationship with the Department of Intercollegiate Athletics, the individuals with Athletic Academic Services provides General Education advisement among many other things (priority registration, tutoring, life-skills training, etc.) for AT majors.*

For our AT students, their primary major advising occurs from the five full-time AT faculty. With never more than 24 AT majors, the advising load is for the AT faculty is comparatively limited. Much pre-major advising occurs to assist interested students in their understanding of the profession and our major. Once admitted to the major, new ATS complete a week-long orientation that allows for student, staff, preceptor, and faculty interactions and advising that helps prepare for their success. Individual majors interact with an AT faculty as they organize their academic plan. We utilize a number of tools to assist each student, but the primary focus is with the AT Advising Form (Appendix 102.1.2) and the on-line Titan Degree Audit (Appendix 102.1.2). These allow for students and AT faculty to discuss and plan for academic success. The AT Advising Form is updated after each semester.

32 FACULTY OUTCOMES

Description: *Athletic Training Faculty: Based on the program's student enrollment, the number of athletic training faculty must be sufficient to meet program outcomes.*

Instructions

- *Discuss how the number of faculty contributes to the achievement of the program's outcomes.*

Supporting Material: *None apply to this Standard*

With four full-time active AT faculty, the Cal State Fullerton ATP is sufficiently staffed to meet our high didactic, clinical, and professional student expectations. During the current academic year, the ATP also employed seven adjunct faculty, three of which are current preceptors (Lightle, Max, & Potter). The ATP believes students who regularly see faculty at clinical sites and clinicians teaching classes helps bridge any real or apparent gap between the clinical and academic worlds.

The 2015-16 was a somewhat atypical year for the AT faculty, with the start of two new tenure-track faculty; the changing role of Dr. Tsang to Department Chair; and a major illness just prior to the start of Spring 2016. With that, since our initial accreditation (2001), we continue to improve the faculty-student ratio, which provides for quality individualized mentorship of students and focused teaching in faculty interest areas. Having four active AT faculty, allows for increased ideas and broader thought with regard to AT education. Furthermore, having improved instructional and mentorship opportunities, helps prepare our graduates for success, while advancing the profession. Our AT faculty are a key to success, which directly reflects the ATP achievement.

33 FACULTY COURSE OFFERING

Description: *Athletic Training Faculty: Based on the program's student enrollment, the number of athletic training faculty must be sufficient to allow the institution to offer athletic training courses on a regular, planned basis.*

Instructions

- Provide the program's curriculum plan showing the course sequence.
- Explain and justify the frequency of athletic training course offerings.

Supporting Material: *Supporting Materials*

Appendix 33.1.1 AT Course Sequence & Schedule

Most of the Core AT courses are taught each of our regular academic semesters – Fall & Spring (Appendix 33.1.1). The five Clinical Proficiencies courses (KNES 367, 368, 369, 468, & 469) are only taught once per year, as we only admit new cohorts on an annual basis. Thus, the corresponding courses for our ATS I (KNES 367), ATS III (KNES 369), and ATS V (KNES 469) cohort groups are offered only in the Fall semester, while the Spring offerings include both the ATS II (KNES 368) and ATS IV (KNES 468) clinical classes. The only other AT core course that is not taught each semester is the Administration & Leadership in AT class (KNES 465), which is taught each spring semester for our fourth-semester ATS.

Two of our discussion-only courses (KNES 365 – Pathologies in Sport/Exercise & KNES 451 – Sports Medicine) are offered as multiple sections each semester. These larger enrolled classes allow for our strong faculty-student ratio, while also encouraging AT student interaction with varying majors across campus. We also sometimes offer these high-demand courses in the Summer or during Intersession.

A number of AT major requirements are classified as General Education (GE) courses. With 35,000 CSUF students, many various GE courses are available to students in all four semesters, including Summer and Intersession. Additionally, all AT Foundation courses are available to AT majors each of the four possible semesters.

34 FACULTY TO STUDENT RATIO

Description: *Athletic Training Faculty: Based on the program's student enrollment, the number of athletic training faculty must be sufficient to maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other health care programs. If the institution does not sponsor other health care programs, this standard must be benchmarked against other peer institutions sponsoring health care programs.*

Instructions

- *Explain how student/faculty ratios are comparable to other health care programs at the institution in the classroom setting. If the institution does not sponsor other health care programs, this standard must be benchmarked against other peer institutions sponsoring health care programs.*

Supporting Material: *None apply to this Standard*

With a five-semester clinical rotation curriculum, ATS total enrollments vary between a typical 22-24 each Fall semester to 14-16 every Spring. The Cal State Fullerton administration demonstrates its support of the ATP in many ways, one of which is through the funding and hiring of quality faculty. Full-time faculty has increased since our most recent re-accreditation in 2007, from three to five, while our student enrollment remains constant. Additionally, we regularly hire adjunct AT faculty as needed to support the curricular needs of the Department. During 2015-16, we had seven such faculty who taught for the ATP (Faculty Tab).

Cal State Fullerton offers few other programs leading to healthcare credential examination eligibility. Those that do include Nursing (BSN, MSN, DNP), social work (MSW), and counseling (MSC). All of these programs constitute their own Department (Social Work & Counseling) or School (Nursing). They are each unique, but all three programs have more students (200-900) and faculty (full-time faculty from 10-31). They all involve graduate-level education, while nursing includes both undergraduate and graduate professional programs, as well as numerous post-professional programs. Our student-faculty ratio is comparable with these other related CSUF programs.

35 MEDICAL DIRECTOR CREDENTIAL

Description: *Medical Director: The Medical Director must be an MD/DO who is licensed to practice in the state sponsoring the program.*

Instructions

- Provide current state credentials for the Medical Director.

Supporting Material: *Supporting Materials*

Appendix 35.1.1 2016 CA Medical License Verification CK

Appendix 35.1.2 2017 CA Medical License Verification CK*

Chris G. Koutures, MD, FAAP is licensed to practice medicine by the State Medical Board of California (62992). The initial granting of this license occurred in 1997 and has been continually valid since that date. The one-year license of Dr. Koutures is valid through December of 2016 and subject to annual renewal (Appendix 35.1.1).

The 2017 state credentials for Dr. Koutures uploaded as requested.

36 MEDICAL DIRECTOR INVOLVEMENT

Description: *Medical Director: The Medical Director must in coordination with the Program Director, serve as a resource and medical content expert for the program.*

Instructions

- *Provide a narrative explaining how the Medical Director works in coordination with the Program Director and serves as a resource and medical content expert for the program.*

Supporting Material: *None apply to this Standard*

Chris Koutures, MD, FAAP is the Medical Director of the California State University, Fullerton AT Program. Dr. Koutures is a veteran physician of many years, who practices locally, as well as serving the University as an adjunct physician for the Student Health and Counseling Center and a team physician for the CSUF Department of Intercollegiate Athletics. He is also a team physician for USA Volleyball and a few local high schools. The PD communicates regularly with Dr. Koutures with regard to any medical issues associated with the ATP. Minimally, the PD meets with the Medical Director on an annual basis to specifically discuss programmatic concerns. This meeting frequently includes the other AT faculty and/or related preceptors. As a practicing physician with sports medicine training, Dr. Koutures is our primary resource related to any medical content of the ATP.

All students in the AT major interact regularly with Dr. Koutures in a variety of situations. At least annually, but often twice per year, Dr. Koutures presents to our Clinical classes. Topics range in scope and breadth, but frequently involve general medical issues related to sport and physical activity. Additionally, AT students present the cases and/or take notes for Dr. Koutures' weekly visits to the Student Health & Counseling Center. Finally, each ATS III does a clinical rotation at his private practice.

37 PRECEPTOR RESPONSIBILITIES

Description: *Preceptor Responsibilities: A preceptor must function to:*

- a. *Supervise students during clinical education;*
- b. *Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;*
- c. *Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;*
- d. *Provide assessment of athletic training students clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;*
- e. *Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.*

Instructions

- o *Provide a narrative that explains how the preceptors' responsibilities in Standard 37a through e are being met.*

Supporting Material: *None apply to this Standard*

During the 2015-16 academic year, the ATP of Cal State Fullerton utilized 16 preceptors, in addition to our five full-time AT faculty and two team physicians to mentor and educate our 22 students. Our preceptors play an essential role in the overall preparation of our select group of ATS. As much as possible, within the parameters of our ATP, each clinical assignment is individualized to best meet the needs of the student. Per the CAATE Standards, our preceptors directly supervise all clinical experiences. The ATP leadership encourage all preceptors to emphasize integration of knowledge and skills with real patients, while nurturing their critical thinking and problem-solving abilities. Through our detailed review and selection process, regular training, sharing of materials, consistent communication, and their commitment to ATS, the CSUF preceptors generally function at a high level.

Prior to the start of all clinical rotations, each preceptor gains access to a student-specific Self-Evaluation for review and consideration, which is followed by a face-to-face meeting to discuss expectations. The CEC reminds all preceptors of their ATP level (ATS I – ATS V) and the courses in which they are enrolled. The CEC also shares expected ATS outcomes related to the clinical competencies and proficiencies. This occurs to help provide the best knowledge-base from which the preceptor can operate.

Once a clinical rotation begins, all preceptors and clinical sites are visited at least once per year by ATP leaders, but generally more frequently. In addition to regular visits by the AT Faculty, including the PD and CECs, preceptors receive regular CEC and/or PD communications related to each cohort and their current class/lab activities. There is an open, two-way communication between preceptors and CECs and/or PD. Continual feedback for the students through personal ATS-to-preceptor dialogue is highly valued and encouraged. Additionally, all preceptors review, verify, and provide formative (weekly) and summative (end-of-rotation) feedback of the clinical experiences under their supervision via ATrack. These are instantly available and frequently reviewed by the ATP leadership.

38 PRECEPTOR COMPLIANCE

Description: *Preceptor Responsibilities: A preceptor must demonstrate understanding of and compliance with the program's policies and procedures.*

Instructions

- *Provide a narrative describing how the preceptors are assessed on their understanding and compliance with the program's policies and procedures.*

Supporting Material: *None apply to this Standard*

Program policies and procedures are communicated from program faculty to the preceptors via the annual preceptor training workshop, the ATP Handbook and personal communications. The preceptor meeting allows for group discussion with the preceptors and ATP leaders. In case of any issue, the ATP leaders are always available to clarify.

Additionally, preceptors have introductory meetings with each of their assigned students before the rotation begins. Together, the student and preceptor discuss the rotation expectations, including the policies for minimum / maximum hours, days off, scheduling, clinical site policies, HIPAA, BBP, etc.

Compliance with our stated guidelines is generally tracked through timely Preceptor ATrack responses, as well as through regular preceptor Evaluations by ATS. Students complete an evaluation of their preceptor at the end of the rotation. The evaluation includes an item where the students rate the preceptor's compliance with program policies and procedures. Apart from this assessment, the absence of information (e.g. from a student) or direct witnessing (e.g. during a site visit) that a preceptor is not in compliance with program policies and procedures serves as an assumption of a preceptors' understanding and compliance with our policies and procedures.

39 PRECEPTOR STATE CREDENTIAL

Description: *Preceptor Qualification: A preceptor must be credentialed by the state in a health care profession (see glossary).*

Instructions

- Provide Preceptor information.
- Preceptor Information is maintained on the Preceptor Tab. [Click here to update the information before submitting the Self-Study.](#) Provide current state credentials for all preceptors.

Supporting Material:

1. Provide current state credentials for all preceptors.
2. Supporting Materials (Optional)

Appendix 39.1.1	BOC Verification of California Non-Regulation
Appendix 39.1.2	2017 Carreiro PT License verification
Appendix 39.1.3	2017 Medical License CK verification

Unfortunately, California does not presently regulate the profession of athletic training. As such, no athletic trainer practicing in California is required to have a credential, other than requirements by the BOC. Although difficult to document a negative, this situation can best be verified from the BOC web site (Appendix 39.1.1).

2017 state credentials for Cathy Carreiro (PT) and Chris Koutures (MD) uploaded as requested.

40 PRECEPTOR NON-STUDENT PERSONNEL

Description: *Preceptor Qualification: A preceptor must not be currently enrolled in the professional athletic training education program at the institution.*

Instructions: *None*

Supporting Material: *None apply to this Standard*

In accordance with CAATE Standard 40, none of the Cal State Fullerton preceptors are enrolled in the professional ATP. All our preceptors are in good standing with the BOC as Certified Athletic Trainers (Preceptor Tab).

4.1 PRECEPTOR TRAINING

Description: Preceptor Qualification: A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.

Instructions

- Describe the process by which preceptors are trained to promote a constructive learning environment. Include in that description the frequency of training and the content presented.
- Provide a narrative justifying the frequency and content of the program's preceptor training, including the objectives and expectations of student's clinical experiences.

Supporting Material: None apply to this Standard

As a group, the preceptors for the Cal State Fullerton ATP minimally receive formal training on an annual basis. Although these times are used to update preceptors on important programmatic issues, we try to minimize this in our in-person gatherings. Our history is to center discussion on a theme relevant to enhancing student learning as a clinician. Examples of past discussion topics include: pedagogic avenues to ATS learning; favored learning and teaching styles; clinical instruction strategies; improving communication; the graduate versus undergraduate ATS; and generational learners.

Program leaders utilize non-formal, electronic methods to enhance preceptor effectiveness. Improving communication quality through regular, but brief updates of useful information is generally well-received. These reminders from the CEC, concerning current ATS classroom topics and upcoming deadlines assist the preceptors in their student education. Electronically delivered, peer-reviewed papers on related clinical education methods, when accompanied by a brief summary also appears to be appreciated and thoughtfully considered by some.

All indications suggest our preceptors do well as clinical educators, with ATS Evaluation scores over 85% and positive subjective comments (Appendices 9.2.5 & 9.2.6). Even so, CSUF continues to strive for excellence, while respecting the time constraints of all. Our two new AT faculty plan to continue to provide high quality preceptor learning experiences. Topics already on their agenda include: strategies debriefing mechanisms to further learning, using open ended questions to develop students' problem-solving skills, targeted towards working with young (generation Z) learners, and ways to incorporate peer assisted learning. These training sessions will occur each semester through in-person and online formats.

Although timing has changed over the years, our formal preceptor workshops normally occur at the start of each Fall semester. Workshops content includes: ATP policies and procedures, and communication of our assessment results (e.g. BOC pass rates, graduate placement, and overall preceptor evaluations). Additionally, we present current evidence and lead a discussion on a theme relevant to best practices in clinical education and enhancing student learning. Examples of past discussion topics include: pedagogic avenues to ATS learning; favored learning and teaching styles; clinical instruction strategies; improving communication; the graduate versus undergraduate ATS; and generational learners.

Less formal preceptor training occurs on an individual basis upon application as a preceptor and also during our regular clinical site visits. On these occasions, our discussion and communication of policies and procedures can be specific to the preceptor and site's specific

circumstances. Additionally, the CEC's send regular periodic email updates that include procedural information (e.g. due dates for evaluations), as well as new evidence regarding various clinical education topics.

Preceptors become aware of the ATP objectives and expectations via our formal and informal preceptor training methods. Additionally, before the beginning of each clinical rotation, ATS have an introductory meeting with their new preceptor and complete the "Introductory Meeting checklist", which ensures each student is properly oriented to the clinical site and that the preceptor understands the objectives and expectations (e.g. supervision, minimal and maximal clinical experiences, etc.) of this specific clinical experience. Both the student and the preceptor signs and returns this form, which, upon return to the CEC is we evidence that the both parties understand, have discussed, and agreed on a strategy to achieve the objectives and meet each other's expectations for the clinical rotation.

4.2 CONTENT

Description: The content of the curriculum must include formal instruction in the current version of the athletic training knowledge, skills, and abilities.

Instructions

- The curriculum matrix is maintained on the Curriculum tab. Please complete the curriculum map identifying where and how the current athletic training knowledge, skills and abilities are instructed and evaluated. Click [here](#) to update the information before submitting the Self-Study.

Supporting Material:

1. Supporting Materials
 - 4.2.1.1 ATP Curriculum Plan

The Cal State Fullerton BS in AT curriculum includes formal instruction in the athletic training knowledge, skills, and abilities as detailed in the 5th Edition of the Athletic Training Education Competences (Appendix 4.2.1.1 & Curriculum Tab). Our curriculum incorporates a mix of General Education, AT Foundation, and AT Core courses, including a variety of didactic, laboratory, and clinical learning formats. Clinical rotations occur over five semesters with oversight by dedicated preceptors and quality faculty. Currency is ensured through the employment of these up-to-date professionals, as well as by the infusion of contemporary instructional content and techniques.

43 INSTRUCTION

Description: Formal instruction must involve teaching of required subject matter in structured classroom, clinical, or laboratory environments.

Instructions

- Describe the instructional plan and sequence

Supporting Material: none

42.1.1	ATP Curriculum Plan
91.1.2	2015-16 Catalog: ATP Description
91.1.3	ATP Description Webpage
91.1.4	2015-16 ATP Viewsheets

Formal instruction for our AT majors involve teaching the subject matter in University recognized and approved settings that includes our classrooms and labs, as well as our campus and affiliated site clinics (Appendix 42.1.1 & Curriculum Matrix). In its entirety, our AT curriculum minimally includes the required competencies and proficiencies. As can be seen from the Program Description and Accessible Documents Table (Standard 91) and our ATP-related materials, including: the University Catalog (Appendix 91.1.2), the ATP webpage (Appendix 91.1.3), and the ATP Viewsheets (Appendix 91.1.4), the curriculum includes: Prerequisite, General Education, AT Foundation and AT Core courses. The bulk of the AT subject matter instruction occurs in the AT Core classes, but as can be seen from the Curriculum matrix, other classes do provide support for our ATS learning.

44 HEALTHCARE PROVIDER

Description: Students must interact with other medical and health care personnel.

Instructions

- Provide Medical and Other Health Care Personnel Table.
- Describe student interactions with other medical and health care personnel and demonstrate how all students meet this standard.

Supporting Material:

1. Provide Medical and Other Health Care Personnel Table. Click on the link to download the Form. After you've completed it, please upload it as Supporting Material.

44.1.1 ATP Healthcare Professional Table

44.1.2 2013-16 Seminar & Guests

Our AT Students regularly interact with varied medical and health care personnel as a part of their required classroom, laboratory, and clinical rotations (Appendix 44.1.1). During the current academic year, CSUF employed two dual credentialed (AT/PT) adjunct faculty, as well as one dual credentialed (AT/PT) preceptor. As an official part of the required ATP rotations, every ATS minimally interacts with physicians, nurses, medical assistants, and a physical therapist. Our students interact with our CSUF team physicians during their campus visits. Additionally, the ATS directly interact with physicians, physician assistants, surgical nurses, anesthesiologists, and operating-room technicians, as they complete the required surgical observations.

Lastly, a variety of medical and health care professionals present as regular guest lecturers, as part of didactic, lab, clinical classes, and/or off-campus visits. Such opportunities involve a variety of health care professionals, including physicians, physician assistants, nurse practitioners, nurses, paramedics, emergency medical technicians, dentists, optometrists, physical therapists, judo therapists, dentists, acupuncturists, and clinical psychologists, medical assistants, pharmacists, surgical nurses, x-ray technologists, among others. AT seminars from 2013-16 included a number of such healthcare professionals (Appendix 44.1.2).

45 SYLLABI

Description: Clearly written current course syllabi are required for all courses that deliver content contained in the athletic training knowledge, skills, and abilities. Syllabi must be written using clearly stated objectives.

Instructions

- Provide a curricular plan and identify all courses that contain athletic training knowledge, skills, and abilities.
 Appendix 45.1.1 ATP Curricular Plan (42.1.1)
- Provide syllabi for all courses listed in the curricular plan that contain athletic training knowledge, skills, and abilities.
 Appendices 45.2.1 – 45.2.61 Syllabi
- Describe the measures used to determine how the students are meeting the identified objectives.
 Appendix 45.3.1 Measures - Objectives
- The curriculum matrix is maintained on the Curriculum tab. Please complete the curriculum map identifying where and how the current athletic training knowledge, skills and abilities are instructed and evaluated.

Our Curricular Plan (Appendix 45.1.1) includes courses that address athletic training knowledge, skills and abilities as detailed in the 5th Edition – AT Education Competencies. As required by both the University and the CAATE, the ATP utilizes clearly written course syllabi for all courses (Curriculum Tab). Student assessment of meeting course objectives vary greatly dependent upon the course and its associated variables, such as type (didactic, clinical, etc.) and instructor (refer to individual course syllabi). Tools used to measure student learning include items such as various types of written exam/quizzes, case studies, simulations, demonstrations, research papers, presentations, projects, and oral-practical exams (identification, palpation, etc.) among others. When assessing skills and/or abilities, faculty and preceptors utilize a wide variety of techniques dependent upon the student level, the precise situation, and the specific class. The Cal State Fullerton ATP incorporates many types of oral-practical exams (scenario, case studies, etc.) and assessment techniques (norm-referenced, criteria-referenced, etc.). General expectations change as ATS progress from more fact-based classes (e.g., anatomy) toward classes that require higher-order thinking (clinical diagnosis and intervention type courses).

46 CLINICAL EDUCATION PROGRESSION

Description: Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical abilities, including clinical decision-making.

Instructions

- Describe how supervision occurs, how the program develops the independent autonomous individual, and how clinical education reflects and integrates formal instruction of the athletic training knowledge, skills, and abilities, including clinical decision-making.
- Provide a narrative that explains how your outcomes demonstrate achievement of this standard.

Supporting Material:

1. Supporting Materials (Optional) (Optional Documentation and Data Uploads)

Appendix 46.1.1	ATP Individual Student Clinical Assignments
Appendix 46.1.2	Clinical Practice Policy
Appendix 46.1.3	BOC Results since Accreditation
Appendix 46.1.4	BOC First-Time Domain Results
Appendix 46.1.5	2007-16 ATP Graduation Results
Appendix 46.1.6	2007-15 ATP Exit Survey Results
Appendix 46.1.7	2007-16 Alumni Professional Status

Self-Assessment: Focused Questions

- Describe how supervision occurs, how the program develops the independent autonomous individual, and how clinical education reflects and integrates formal instruction of the athletic training knowledge, skills, and abilities, including clinical decision-making.
- Provide a narrative that explains how your outcomes demonstrate achievement of this standard.

Our ATP clinical education developmentally pursues increasing levels of clinically supervised responsibility, leading toward autonomous practice at ATP completion. Our clinical education plan reinforces the sequence of formal instruction of athletic training knowledge, skills, and clinical abilities, including clinical decision-making.

All CSUF AT majors complete five semesters of systematically guided clinical rotations, which involve the practical application of learned knowledge and skills under the direct supervision by an assigned CSUF preceptor (Appendix 46.1.1). All attempts are made to ensure every ATS experiences a variety of high quality learning situations. Each student is independently tracked and evaluated, with a focus on academic, clinical, and professional progressions that lead to the eventual success. All student read and verify their agreement to the ATP Clinical Practice Policy, which stipulates the instruction of any clinical skill prior to implementation with patients (Appendix 46.1.2). During year one, all ATS I & II minimally complete two clinical rotations assigned to CSUF preceptors. These assignments allow venue, personnel, and procedural familiarization and provides a base from which to mature. On-campus rotations also provide quality oversight of the new, lesser-known ATS by ATP leaders prior to their progression to an off-campus affiliated clinical site. Coursework completed during the first year support many of the foundational knowledge and skills required of an AT (e.g., preventive taping, wound care, and emergency management).

ATS III advance to off-campus clinical rotations with our various high school and community college affiliated site preceptors. Coursework completed during the third semester integrates

the development of additional patient care and clinical decision-making skills (injury evaluation, rehabilitation techniques, etc.). At this point, students also learn during a short, but intensive one-on-one rotation with our team physician and medical director. These experiences occur at his private sports medicine and pediatric practice, as well as his visits to our campus health center. During their final two semesters of clinical rotations (ATS IV & V), students generally have progressed to a point where their future professional goals are considered more intently. Every ATS completes 8 weeks with our preceptors at the CSUF Physical Therapy & Sports Rehabilitation Clinic. In addition, each student participates in a 16 week clinical capstone rotation with one of our preceptors. Individualized matching of student and preceptor occurs after much discussion concerning many variables such as strengths, weaknesses, opportunities, clinical sites, previous experiences, and preceptor availability among others.

The combination of class work, professional development and clinical rotations allows our ATS to focus on the gradual synthesize their knowledge, skills, and judgements to interact in "life-like", but supervised situations. Throughout their time as athletic training majors, Cal State Fullerton are encouraged to hone and perfect their athletic training persona – including didactic, clinical, and professional. Although there are many ways in which the effectiveness of our plan may be demonstrated, the resulting successes of our graduates (BOC pass rates, BOC Domain scores, CSUF Graduation Rates, Exit Survey Results, & Alumni Professional Status) are key indicators that our clinical progressions work well (Appendices 46.1.3-46.1.7).

4.7 CLINICAL EDUCATION REQUIREMENT

Description: *Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer.*

Instructions

- *Describe how the program provides students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and abilities, including decision-making and professional behaviors.*
- *Provide a narrative that explains how your outcomes demonstrate achievement of this standard.*

Once admitted to the Cal State Fullerton AT major, students complete five semesters of clinical rotations, which progressively integrate classroom and laboratory knowledge and skills with the practical application in supervised, patient-related, authentic, learning (Appendix 4.6.1.1 – Clinical Assignment Table). During clinical experiences, preceptors may include simulated patient-care scenarios to advance student learning. Generally, until the preceptor becomes familiar with their ATS, the less-experienced ATS encounters more frequent simulations compared to the more advanced ATS. All preceptors and ATS are continually encouraged to incorporate actual patients whenever appropriate. Although our younger students complete some CIP requirements, the quality and quantity of this requirement increases as the ATS progresses. A review of preceptor evaluations, as well as clinical and didactic class performances indicate a progression of student problem-solving and critical thinking skills as they advance through the ATP.

Formal classroom and laboratory experiences most commonly do not involve authentic patients, but rather include artificial scenarios in discussions and/or assessments. As ATS progress, they are challenged to demonstrate higher-level thinking and actions, both in the formal classroom/lab (refer to clinical class syllabi), as well as in their clinical experiences (Curriculum Tab & Matrix). The effectiveness of our clinical education is most fundamentally seen in the associated student class successes (Appendix 9.3.1), but may be most practically seen through our overall ATP success (Appendices 4.6.1.3-4.6.1.7).

The Cal State Fullerton ATP structures clinical education progression so that students receive daily, authentic, real-time opportunities during direct patient care with their preceptors during all five semesters of clinical rotations. It is our expectation that as each student progresses through the program, their clinical experiences will include more autonomy and a more in-depth integration of knowledge, skills, and abilities. ATP leadership makes a concerted effort to limit the preceptor-to-student and clinical site-to-student ratios to maximize patient care opportunities, as opposed to too many students competing for patient contacts.

Students complete a “lead” rotation during their 4th or 5th semester. During this supervised rotation, lead students complete an experience that closely resembles clinical practice, including autonomous decision-making, administrative responsibilities, and professional behaviors.

Our assessment data indicates the students receive ample opportunities for authentic, real-time, patient-care, opportunities where they integrate their AT knowledge, skills, and abilities.

On the most recent (Fall 2016) "Clinical Site Evaluations", students indicated the majority of their time involved direct patient care. Preceptors indicated through the "ATS Evaluations" that, on average, our students demonstrate competence in athletic training skills. Additionally, the effectiveness of our clinical education is most fundamentally seen in the associated student class successes (Appendix 9.3.1), but may be most practically seen through our overall ATP success (Appendices 46.1.3-46.1.7).

4.8 CLINICAL EDUCATION – PATIENT POPULATIONS

Description: *The variety of patient populations, care providers, and health care settings used for clinical education must be consistent with the program's goals and objectives.*

Instructions

- *Describe how the program allows students opportunities to practice with a variety of patient populations, care providers, and in various allied health care settings.*
- *Provide a narrative that explains how your outcomes demonstrate achievement of this standard.*

The varied groups and settings utilized in the Cal State Fullerton coincides well the program's goals and objectives. During the 2015-16 academic year, Cal State Fullerton incorporated a variety of clinical settings, including: a NCAA Division I AT clinic; an out-patient, physical therapy clinic; a physician's office, two high schools; and a large community college. Throughout their 5-semester clinical tenure, our AT students have opportunities to interact with a range of patients such as differing level, high school student-athletes participating in a variety of interscholastic sports. The California Community College site provides our ATS with the unique opportunity to interact with patients who typically do not qualify for the higher level participation in four-year universities, but remains highly interested and involved in sport. The ATS also were able to experience a pediatric sports medicine clinic that treated patients ranging from infants to Olympic athletes. The two CSUF clinics provide care for the all students (Physical Therapy & Sports Rehabilitation), as well as student-athletes only (Department of Intercollegiate Athletics). These clinical rotations also provide opportunities to interact with patients of different ethnicities, socioeconomic status, and a variety of injuries/health conditions.

During the 2015-16 academic year, the 22 CSUF AT students had interactions with 16 practicing AT and nine AT educators, who provided educational direction. Furthermore, our ATS interact with our medical director and team orthopedist and other healthcare professionals including physician assistants, nurses, etc., when they complete required rotations and surgical observations (Appendix 4.4.1.1). Lastly, we regularly invite or visit others who provide related insight, such as physicians (orthopedists, pathologists, family, etc.), physician assistants, physical therapists, physical therapy assistants, nurses, clinical psychologists, optometrists, chiropractors, orthotists, sport psychologists, judo therapists, pharmacists, nurse practitioners, paramedics/EMTs, acupuncturists, and paramedics among others. Others who have recently met formally with our ATS include certified financial planners and biomechanists (Appendix 4.4.1.2). The ATP alumni professional status (Appendix 4.6.1.5) is one indicator of the ATP effectiveness related to patient populations, as our alum are employed in a broad range of settings with varied patient populations.

49 CLINICAL EDUCATION NON-DISCRIMINATION

Description: *Clinical education assignments cannot discriminate based on sex, ethnicity, religious affiliation, or sexual orientation.*

Instructions

- *Describe how the program ensures that students have equal opportunities for clinical education assignments.*

The CSU system, including CSU Fullerton, does not discriminate based on sex, ethnicity, religious affiliation, or sexual orientation in their clinical education assignments. Clinical assignments for all Cal State Fullerton ATS are directed by the Clinical Education Coordinators, but discussed and approved via consensus by the general leadership that includes both clinicians and academicians. Although sex is most commonly evident, the Cal State Fullerton ATP does not officially inquire about ATS ethnicity, religious affiliation and/or sexual orientation. As these ATS characteristics typically remain unknown, they are not considered when making clinical assignments.

Our clinical assignment methods include a CEC review of past ATS clinical experiences (clinical site, age/sex of patient population, type of clinical exposure, etc), previous preceptor evaluations (by ATS), and clinical site evaluations. The CEC then also considers possible upcoming clinical opportunities involving both the clinical sites and the possible preceptors. A written summary of these findings is forwarded to the ATP leadership for review. The group then meets to discuss the suggested CEC clinical assignments. Depending on the group discussion, the CEC either moves forward with the approved assignments or investigates revisions for further discussion and eventual approval. Prior to advising ATS of their clinical assignments, each preceptor is notified of the suggested plan.

50 CLINICAL EDUCATION – CONTINUUM OF CARE

Description: Students must gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Examples of clinical experiences must include, but should not be limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

Instructions

- Describe how the program ensures that students have equal opportunities for clinical education assignments.

Self-Assessment: Focused Questions

- Describe how the program ensures students gain clinical education experiences that address the continuum of care including individual and team sports, sports requiring protective equipment, patients of different sexes, non-sport population and conditions other than orthopedics.
- Discuss how the program's outcomes demonstrate achievement of this standard.

Cal State Fullerton AT Students gain clinical education experiences that address the continuum of care to prepare them to function in a variety of settings with differing patients and patient conditions. The CECs consider the ATS' previous experiences when determining clinical rotations to ensure a variety of clinical experiences. During the ATS' first and second semesters, they are purposefully assigned to preceptors that provide care for varying populations (e.g. individual vs. team sport, male vs. female and in-season vs. off-season) and interact with the team physician regarding a variety of injuries and health conditions. As ATS progress through the program, their previous clinical assignments are considered, and are provided with more opportunities regarding sports requiring protective equipment, interaction with patients in a physician's office (orthopedic and non-orthopedic conditions), and interactions with non-athlete patients in a physical therapy setting (Individual Student Clinical Assignment Table). Although specific preceptors and clinical site assignments vary between ATS, the general pattern of clinical rotations is embedded in our ATP. Our basic clinical education achievements can be seen in the clinical class results (Appendix 9.3.1), but may be more broadly seen through our overall ATP accomplishments (Appendices 46.1.3-46.1.7).

51 CLINICAL SITE EVALUATION

Description: *All clinical education sites must be evaluated by the program on an annual and planned basis and the evaluations must serve as part of the program's comprehensive assessment plan.*

Instructions

- *Describe how the program evaluates clinical education sites on an annual and planned basis and how the evaluations serve as part of the program's comprehensive assessment plan.*
- *Discuss how your outcomes demonstrate achievement of this standard.*

All ATP clinical education sites utilized by CSUF are evaluated by the program on an annual and planned basis, which serve as part of the program's comprehensive assessment plan (Appendix 6.1.2). The CECs and PD minimally complete annual site visits to communicate expectations with preceptors and students, as well as to observe preceptor-student interactions or environment of the clinical site. At the end of each rotation, the ATS evaluates their clinical site, as well as the related preceptor (Appendix 6.2.4). The general clinical site quality is objectively demonstrated through results of ATS Clinical Site Evaluations (Appendix 9.5.4). During the most recent academic year, the students' overall rating of the clinical sites was 4.4/5 (88%), with 4 being "Good" and 5 being "Excellent". Clinical site value may be more generally determined through our overall ATP accomplishments (Appendices 46.1.3-46.1.7)

52 CLINICAL SUPERVISION

Description: An athletic trainer certified by the BOC who currently possesses the appropriate state athletic training practice credential must supervise the majority of the student's clinical education. The remaining clinical education may be supervised by any appropriately state credentialed medical or allied health care professional.

Instructions

- Submit Individual Student Clinical Assignment Table. (You may submit a pdf document of all individual student clinical assignment tables in one file)

Appendix 52.1.1

ATP Individual Student Clinical Assignments (46.1.1)

BOC certified athletic trainers supervise the majority of the Cal State Fullerton ATS throughout their clinical education (Appendix 52.1.1). A minority of their clinical education is supervised by other appropriately state credentialed medical (directing physician) or allied health care professionals (dual credentialed AT/PT). The Individual Student Clinical Assignment Table displays the preceptors' credentials and clinical ATS assignments.

53 ENROLLMENT

Description: Athletic training students must be officially enrolled in the program prior to performing skills on patients.

Instructions

- Provide the curricular plan.
- Explain when athletic training students are officially enrolled in the program and what activities they are allowed to perform prior to their enrollment.

Supporting Material: Supporting Material

53.1.1 ATP Curricular Plan (42.1.1)

Official enrollment occurs after the applicant receives an letter from the PD admitting them into the Athletic Training program and their major status is changed to Athletic Training, which must be approved by the PD. Prior to ATP enrollment, students are not required to complete any clinical clinically related activities with Cal State Fullerton, yet may complete non-ATP experiences under the supervision of the professionals of their choosing.

54 CLINICAL SKILLS

Description: Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.

Instructions

- Describe how the program accomplishes and ensures athletic training students are instructed on athletic training clinical skills prior to performing them on patients.

Supporting Material: None apply to this Standard

The AT students at Cal State Fullerton are first instructed on athletic training clinical skills prior to performing those skills with patients: ATP Clinical Practice Policy (Appendix 46.1.2). The recommended sequence of classes provides students with didactic and laboratory learning and practice prior to incorporating them into clinical settings. Clinical classes are also designed to systematically practice and demonstrate competency as the ATS progress through the program. After clearly detailing this policy and CAATE Standard 54, they are annually required to verify their understanding and agreement to follow our Clinical Practice Policy. Additionally, this expectation is communicated with preceptors during preceptor training, and regularly throughout the semester.

55 LENGTH OF PROGRAM

Description: All clinical education must be contained in individual courses that are completed over a minimum of two academic years. Clinical education may begin prior to or extend beyond the institution's academic calendar.

Instructions

- Provide Individual Student Clinical Assignment Table.
- Provide the curricular plan.

Supporting Material:

1. Provide Individual Student Clinical Assignment Table. Click on the link to download the Form. After you've completed it, please upload it as Supporting Material.
[Appendix 55.1.1](#) [ATP Individual Student Clinical Assignments \(46.1.1\)](#)
2. Provide the curricular plan.
[Appendix 55.2.1](#) [ATP Curricular Plan \(42.1.1\)](#)

As can be seen by the Individual Student Clinical Assignment Table ([Appendix 55.1.1](#)) and ATP Curricular Plan ([Appendix 55.2.1](#)), as well as our ATP related Catalog, Viewsheets, and website documents ([Appendices 91.1.1 - 91.1.3](#)), all clinical education occurs while enrolled in individual courses that are completed over five academic semesters (2.5 academic years).

56 COURSE CREDIT

Description: *Course credit must be consistent with institutional policy or institutional practice.*

Instructions

- Provide institutional policy on how credit hours are granted for courses that incorporate clinical experiences.

Supporting Material:

1. Supportive Material

Appendix 56.1.1	CSU Staffing Formula Worksheet
Appendix 56.1.2	CSUF Credit Hour Policy
Appendix 56.1.3	WASC Credit Hour Policy

All ATP courses were proposed and approved through the normal and extensive University process. Similar to other Department courses, the AT curriculum and their associated courses meet institutional policy or institutional practice with regard to course credit, as can be determined by the Staffing Formula Worksheet, used by CSU system to classify various courses and assign respective credit to students and faculty (Appendix 56.1.1).

Official approval of all ATP courses occurred through an extensive curricular process; reviewed and approved at the Department, College, and University levels. The credit hours granted for our clinical courses (Kinesiology 367, 368, 369, 468, & 469) fully comply with University policy for credit hours (Appendix 56.1.2), which is modeled directly after federal regulations and Western Association of Schools and Colleges (WASC) accreditation policy (Appendix 56.1.3). The credit granted for our clinical courses complies with the policies via the highlighted clause that states that one credit hour is equal to: "At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

57 CLINICAL HOURS

Description: All clinical education experiences must be educational in nature. The program must have a written policy that delineates a minimum/maximum requirement for clinical hours.

Instructions

- Submit the policy that delineates a minimum/maximum requirement for clinical hours.
 - Appendix 57.1.1 ATP Handbook CE Limits
 - Appendix 57.1.2 ATP Handbook CE Limits 1-17
- Describe how the policy is implemented.
 - Appendix 57.2.1 ATS Clinical Education Experience Limitations

All CSUF ATP clinical education experiences are educational. The ATP has a written policy (Appendix 57.1.1 & respective course syllabi) that delineates an hour minimum (200) and maximum (300) per semester requirement for clinical experiences. Minimally, CECs and clinical course instructors monitor ATS' clinical hours via ATrack throughout the semester. Clinical course instructors may vary these requirements, while remaining within the ATP boundaries. ATS and preceptors are aware of our policies, as both receive an updated ATP Handbook to start each academic year. ATS are also informed (ATS I) or reminded (ATS II-V) of the policy each annual return-week orientation. Finally, students are regularly reminded by their clinical course instructor via class discussion, email reminders and otherwise.

The AT leaders and faculty, along with the related preceptors work hard to ensure that the clinical aspect of our program remains educational. There were errors in the original documents and we apologize. We made recent changes, so the original narrative did not properly reflect our current ATP policy of semester minimum and maximum clinical hours of 225 and 350 respectively. This issue has been rectified in our **ATP Handbook (Appendix 57.1.2 page 17)** and clinical course syllabi (Standard 45 Appendices).

The flexibility provided to our faculty allows for overall programmatic limits (225 - 350 hours per semester), while allowing some instructor freedom (within the ATP boundaries). The exact requirements for each rotation (i.e. clinical course) are specified in the 2016-17 syllabi (see Standard 45 Appendices). Currently, for clinical courses I-III (KNES 367, 368, & 369), the hour requirements are uniform: 225 - 300 hours. ATS completing their lead rotation during either their 4th (KNES 468) or 5th semester (KNES 469), require a clinical experience of between 225 and 350 hours (see Standard 45 Appendices).

Although each course instructor can vary the phrasing, but not limits; their syllabi each include statements to the effect of those detailed here.

Per ATP policies, each ATS must **minimally accumulate 225 clinical experience hours by the last day of classes**. Students should complete at least 15, but no more than 20 hours per week over a minimum of 3 days per week. You must track and accurately document your own clinical experience hours. With the exception of lead rotation ATS (see below), **300 hours is the maximum number of hours** a student may complete during this rotation. The rotation is automatically over, once a student completes 300 clinical experience hours.

AT students participating in their **lead rotation** must complete a **minimum of 275 hours by the last day of classes**. ATS should complete and precisely document at least 18 hours per week over a minimum of 5 days per week. The **maximum number of hours a student may complete during their lead rotation is 350**. The lead rotation is automatically over once 350 hours have been completed.

58 CLINICAL EDUCATION RELIEF TIME

Description: All clinical education experiences must be educational in nature. Students must have a minimum of one day off in every seven-day period.

Instructions

- Describe how the program accomplishes and ensures that a student has one day off in every seven-day period.

By definition and there nature, all CSUF ATP clinical education experiences are instructive. Students typically attend their clinical rotations 3-5 days each week, but have a minimum of one day off in every seven-day period. Although absolute assurance of this Standard for all ATS is impossible, the PD and CECs regularly and clearly communicate this expectation with preceptors and students. Verification occurs via ATP leadership, most commonly the CECs and/or clinical course instructor, with viewing the preceptor-approved students' clinical hours submitted to ATrack, as well as by personal communications with the various preceptors.

59 REMUNERATION

Description: Describe how the program ensures that students do not receive any monetary remuneration during this education experience, excluding scholarships.

Instructions

- Describe how the program ensures that students do not receive any monetary remuneration during this education experience, excluding scholarships

Other than possible scholarships, the CSUF AT Students do not receive any monetary remuneration for their didactic or clinical education ATP experiences. Verification of such a requirement is difficult to ensure, but AT students and preceptors are clearly and repeatedly reminded of this ATP and CAATE expectation.

60 STAFFING

Description: All clinical education experiences must be educational in nature. Students will not replace professional athletic training staff or medical personnel.

Instructions

- Provide a narrative describing how the program ensures that students do not replace professional athletic training staff or medical personnel.

Supporting Material: None apply to this Standard

Self-Assessment:

All clinical education experiences must be educational in nature. Students will not replace professional athletic training staff or medical personnel.

With regard to the Cal State Fullerton AT students, professionalism is emphasized from before admission through graduation. Included is a focus on the importance of the ATS role, compared to the professional role of an AT. Our initial and annual orientation meetings, our ATP Handbook, and our on-going discussions with ATS emphasize the importance of maintaining a distinct separation between qualified professionals and pre-professionals. The CSUF preceptors also get regular reminders of our philosophy, as well as CAATE Standard 60 in this regard.

61 CLINICAL EDUCATION COMMUNICATION

Description: *The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). There must be regular communication between the program and the preceptor.*

Instructions

- *Describe how communication occurs between the program and the preceptors, including mechanisms and frequency.*

The Cal State Fullerton ATP provides for supervised clinical education with a limited group of preceptors. The ATP leaders and students regularly communicate with these related individuals in a variety of manners, including face-to-face, phone conversations, emails, and through the ATrack software system.

CSUF seeks to provide clinical experiences of the highest quality for all AT majors. To achieve this standard, the selection of and on-going interaction with our ATP preceptors is critical. This begins with our initial connection and meeting with the potential preceptor. The ATP leadership (including PD and CECs) meet on-site with and discuss the Cal State Fullerton philosophy and expectations prior to formalizing any relationship. Once established, there is an expectation for open and on-going communications by the preceptors, PD, CEC, as well as the ATS.

Since our last accreditation, we subscribed to the ATrack software system, which is one method for communication. The most common communication occurring with ATrack is probably between the preceptor and ATS. These may include: evaluations, clinical hour approval and comments, among others. Communications between preceptors and ATP leaders occurs in four primary fashions: face-to-face, phone calls, emails, and ATrack. All CSUF preceptors minimally complete one in-person annual preceptor training session. Additionally, the AT leaders visit each clinical site at least once per year. Phone conversations occur between the ATP and its preceptors as needed, but more commonly the CEC reaches out to both the ATS and preceptors on a regular (~weekly) basis to keep everyone focused. Finally, all preceptors regularly complete ATS evaluations, while all ATS also evaluate their preceptors utilizing ATrack.

62 CLINICAL EDUCATION – STUDENT PRECEPTOR RATIO

Description: *The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). The number of students assigned to a preceptor in each clinical setting must be of a ratio that is sufficient to ensure effective clinical learning and safe patient care.*

Instructions

- *Student information is maintained on the Students tab. Click here to update the information before submitting the Self-Study.*
- *Submit Individual Student Clinical Assignment Tables.*
Appendix 62.1.1 ATP Individual Student Clinical Assignments (46.1.1)
- *Preceptor Information is maintained on the Preceptor Tab. Click here to update the information before submitting the Self-Study*

Supporting Material:

Complete student information, preceptor information, and submit Individual Student Clinical Assignment Tables. Click on the link to download the Form. After you have completed it, please upload it as Supporting Material.

The ATP at California State University prides itself in its ATS-Preceptor ratio that approximates 1:1, but generally not more than 3:1 (Appendix 62.1.1). During the Fall 2015 semester we had 22 active ATS and 17 preceptors (16 AT and 1 MD). For Spring 2016 we enrolled 16 AT majors involved in clinical experiences, with 16 AT preceptors. Since our original accreditation in 2001, we have never had more than 24 clinically active students in a semester. The most CSUF ATS supervised by one preceptor (30+ year veteran AT) in a given time-frame was four.

We believe strongly in the limited admission, education, and graduation of AT majors. Our philosophy provides a higher quality experience for our students and helps ensure their success, while also attracting strong candidates and advancing the institution's reputation. We believe our preceptors are also able to focus on the quality mentorship of fewer students. Finally, our rigorous admission process and limited cohort size improves the profession by advancing high-quality graduates to become distinguished healthcare practitioners in a sometime oversaturated, generally low-compensation system.

63 DIRECT SUPERVISION

Description: *The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.*

Instructions

- *Describe how the program accomplishes and ensures direct supervision of athletic training students, including how preceptors and students are made aware of the supervision requirements and monitored for compliance.*

The Cal State Fullerton ATS are directly supervised by a qualified preceptor during the delivery of athletic training services. Each preceptor is physically present and able to intervene on behalf of the ATS and/or the patient as needed.

The AT majors of CSUF are directly assigned and supervised by our preceptors. This important requirement is emphasized upon ATP entrance, as a part of the ATP Handbook and orientation week sessions. All ATS must review and acknowledge via ATrack confirmation that they understand and comply by the ATP policy. Reminders concerning this requirement occur regularly throughout the year. Upon official acceptance as a CSUF preceptor and during our annual meetings, all preceptors are also informed of CAATE Standards and University policy regarding supervision of ATS.

ATP leaders regularly visit clinical sites and their related practice/competition venues to directly visualize possible problems related to supervision. All ATS and preceptors must complete official evaluations that lend to the identification of any supervision issues. Clinical experience validation through the ATrack software system also provides possible indicators of supervision concerns. Finally, the CEC and PD regularly communicate (electronic, phone, etc.) with ATS, preceptors, and others (coaches, administrators, etc.) to facilitate open discussions that might indicate a conflict with Standard 63.

64 TECHNICAL STANDARDS

Description: Technical standards required for completion of the program must be clearly defined, published, approved by appropriate institutional representatives and be publicly accessible.

Instructions

Supporting Material:

1. Provide a blank copy of the Technical Standards document.
2. Provide verification that the Technical standards document has been approved by institutional representatives.
3. Provide copies of web pages or other publicly accessible documentation where the program's Technical Standards are available.

Appendix 64.1.1	ATP Technical Standards
Appendix 64.1.2	ATP Technical Standards ATrack
Appendix 64.2.1	BS in AT President Approval
Appendix 64.2.2	BS in AT Chancellor Approval
Appendix 64.2.3	DSS Director Tech Standards Approval – Tom Thompson
Appendix 64.2.4	DSS Staff webpage (verification of T Thompson's role)
Appendix 64.3.1	ATP Web Tech Standards highlight
Appendix 64.3.2	ATP Viewsheet

The CSUF ATP has and utilizes Technical Standards (Appendices 64.1.1 & 64.1.2). Upon admission to the AT major, but prior to any clinical experience, all students must read, designate their accommodation status, and digitally sign these Standards via our ATrack system. Our Technical Standards have University approval based on the initial BS in AT degree approval and continual program review (Appendices 64.2.1 & 64.2.2). To help ensure the validity of our Technical Standards, we recently sought advice from the University Risk Manager (Michael Coughlin) and Disability Support Services Director (Tom Thompson). With minor changes, both agreed the ATP Technical Standards are acceptable for our use (Appendices 64.2.3 & 64.2.4). The general public, including all potential AT students have access to view and consider the ATP Technical Standards via the ATP webpage (Appendix 64.3.1) and our ATP Viewsheet (Appendix 64.3.2)

65 ACCOMMODATIONS

Description: Students must read and sign the technical standards and are required to update their signature if their health status changes. Students who require accommodation to meet the technical standards must obtain verification by the authorized institutional office as defined by sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.

Instructions

Self-Assessment: Focused Questions

- Explain the process in which a student submits the Technical Standards document and when updates occur.
- Identify the institutional office responsible for approving accommodation.
- Explain the process by which the accommodation(s) is/are approved and provided by the institution.

Prior to any ATP clinical experience, all AT majors read and digitally sign our Technical Standards. ATS are regularly reminded to update their accommodation status if changes occur. Students who require accommodation to meet our Technical Standards are referred to the CSUF Office of Disability Support Services (DSS) to ensure proper accommodation. DSS counselors help plan educational experiences to meet individual student needs.

The DSS Office certifies disabilities and prescribes specific accommodations for students with documented disabilities. The CSU Chancellor requires verification of a disability as follows: a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, registered nurse, social worker, rehabilitation counselor, physical therapist, corrective therapist, learning disability specialist, or other appropriate professional. DSS provides support for students with mobility limitations, learning disabilities, hearing or visual impairments, and other disabilities. Prior to receiving this assistance, documentation from a qualified professional source must be submitted, reviewed, and approved. The student shall either provide the verification documentation to the DSS director, or sign a release authorizing the campus to obtain necessary documentation from one of the above mentioned professional persons or agencies. A student with a diagnosed learning disability must provide testing and/or evaluation results that are dated no more than three years prior to the date of request for learning disability services.

66 IMMUNIZATIONS

Description: Students must have documentation of immunizations appropriate for health care providers as determined by the institution.

Instructions

- Describe the immunization requirements for athletic training students.
- Describe how the program ensures immunizations are completed.

Supporting Material:

1. Provide documentation verifying that all students' immunizations are complete.
 - 66.1.1 CSUF Immunization Requirements
 - 66.1.2 2015-16 ATS Immunization – CA HS Graduation

All CSUF students must provide proof to the University of measles and rubella immunization (born after January 1, 1957) and a completed Hepatitis B vaccination (under age 19). All freshmen admits who are California high school graduates from 2005 and later, automatically meet this requirement to the satisfaction of the University (Appendix 66.1.1).

All 2015-16 AT students met the standards due to either 1) their post-2005 California high school graduation (Appendix 66.1.2) or 2) by providing the SHCC with proper immunization documentation. Without proper verification students cannot register for classes (Appendices 66.1.1 & 66.1.2). Even so, the PD verifies proper documentation by collection of immunization records to meet the University standards.

67 COMMUNICABLE DISEASE POLICY

Description: An active communicable or infectious disease policy as determined by the institution must be established and made publicly available.

Instructions

- Provide documentation of the active communicable or infectious disease policy.
- Provide copies of web pages or other publicly accessible documentation where the program's policy is available.

Supporting Material:

67.1.1 CSUF Immunization Requirements

Cal State Fullerton has an established and active communicable disease policy (Appendix 67.1.1) that is posted on the University website.

http://www.fullerton.edu/studentwellness/immunization_requirements.php

Please see the updated CSUF ATP Communicable Disease Policy (Appendix 67.1.2), which is available through a direct link on our ATP website (Appendix 67.1.3). The Communicable Disease Policy is also included for ATS in the ATP Handbook (Appendix 67.1.4).

68 COMMUNICABLE DISEASE COMPLIANCE

Description: *Students must read and sign the program's active communicable disease policy as described in Standard 67.*

Instructions:

- *Describe how the program ensures students have read and signed the program's active communicable disease policy.*

Supporting Material:

1. *Provide documentation verifying that all students have read and signed the program's active communicable disease policy.*

68.1.1 ATP Communicable Disease Policy ATrack verification

ATP leadership present and communicate this policy, along with all other important issues during a one-week orientation for all in-coming ATS. Later that week, this and other policies, are reviewed in a mandatory, all-inclusive, ATS meeting, where they are instructed to verify their understanding and agreement to abide by the Communicable Disease Policy via ATrack. As such, following every annual ATP review and discussion, each ATS reads and digitally signs our policy regarding communicable diseases.

69 STUDENT LIABILITY INSURANCE

Description: Athletic training students must have liability insurance that can be documented through policy declaration pages or other legally binding documents.

Instructions:

- Provide documentation verifying that all athletic training students have liability insurance.

Supporting Material:

1. Supporting Materials

69.1.1 2015-16 CSUF SPLIP Certificate of Liability Insurance

69.1.2 2015-16 SPLIP Coverage Summary

69.1.3 2016-17 CSUF SPLIP Certificate of Liability Insurance*

All AT majors at Cal State Fullerton have liability insurance coverage provided by the University through the Student Professional Liability Insurance Program (SPLIP) by Lloyds of London, as documented by the SPLIP Certificate of Liability Insurance (Appendix 69.1.1) and detailed in the SPLIP Coverage Summary (Appendix 69.1.2).

2016-17 CSUF SPLIP Certificate of Liability Insurance (Appendix 69.1.3) was uploaded.

70 TRAINING

Description: Athletic training students must have verification of completion of applicable HIPAA and/or FERPA training as determined by the institution.

Instructions:

- Provide documentation verifying completion of training or an acknowledgement of understanding of the HIPAA and FERPA laws.

Supporting Material:

- Appendix 70.1.1 CSUF President's Directive #17
- Appendix 70.1.2 CSUF Catalog: FERPA Student Rights
- Appendix 70.1.3 2015-16 HIPAA / FERPA Training Verification ATrack
- Appendix 70.1.4 2016-17 HIPAA / FERPA Training Verification ATrack*

The Cal State Fullerton ATS complete annual HIPAA/FERPA training as required by the Student Health & Counseling Center (SHCC). Beginning with their ATP entry, every ATS undergoes mandated HIPAA training. Students are instructed in HIPAA, which is followed by discussion or a question and answer session. All students must then complete a short HIPAA quiz that verifies their understanding of HIPAA, as required by the SHCC.

CSUF President's Directive #17 (Appendix 70.1.1) details University FERPA expectations. These policies are publically available on the CSUF web site, as well as in the official on-line University Catalog (Appendix 70.1.2). For the ATP, FERPA training occurs on an annual basis. New ATS get introduced to this legal concept at orientation, prior to a general discussion with all ATS later in the week. Reminders, discussion, and Q&A occur at this meeting. The University regularly sends all students electronic reminders of FERPA laws (Appendix 70.1.1). Following the HIPAA and FERPA discussion, all ATS must then verify they understand and agree to abide via a digital signature on their ATrack portal (Appendix 70.1.3).

The 2016-17 HIPAA/FERPA training verification from our ATrack system has been uploaded (Appendix 70.1.4).

71 EQUIPMENT SAFETY

Description: *The program must establish and ensure compliance with a written safety policy(ies) for all clinical sites regarding therapeutic equipment. The policy(ies) must include, at minimum, the manufacturer's recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance. Sites accredited by the Joint Commission, AAAHC or other recognized external accrediting agencies are exempt.*

Instructions:

- *Submit the program's safety policy(ies) for therapeutic equipment which include, at minimum, the manufacturer's recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance.*
- *Provide narrative describing how the program ensures on-going compliance with the safety policy(ies).*
- *Submit Therapeutic Equipment Table.*

Supporting Material:

- | | |
|-----------------|-------------------------------------|
| Appendix 71.1.1 | Therapeutic Equipment Safety Policy |
| Appendix 71.1.2 | Therapeutic Equipment Table |

The ATP of Cal State Fullerton requires all University and Affiliated Clinical Sites to safely maintain their therapeutic equipment. This minimally requires all of our clinical sites to meet manufacturer calibration and safety checks. As requested, each clinical site must submit reports (digital or hard-copy) that verify compliance. Devices that do not meet either the safety check or are calibrated as required by the manufacturer, must be removed from service until they verifiably meet these standards (Appendix 71.1.1).

All devices within the scope of the CSUF ATP meet our required standards (Appendix 71.2.1). One hydrocollator (CSUF DIA/DK - 22982) was found to have a defective switch which was replaced. Only one site reported any relevant incidences (CSUF – DIA/DK) during the current academic year. In both cases, the specific therapeutic device was removed from service.

- The Chattanooga MP-1 Traction Unit had a faulty safety switch upon initial inspection (January 21, 2016). A new safety switch was purchased and installed on February 19, 2016, but the proper calibration was not completed by the inspecting agency (MKH Electronics, Inc.). This device is not in service.
- With the initial January 21 inspection, the Mettler ME 395 Shortwave Diathermy unit was tested for safety, but not calibrated. As this unit is not used clinically, but only for demonstration purposes in class (Knes 378), it was removed from service until our next annual visit in January.

72 EQUIPMENT MAINTENANCE

Description: The program must provide proof that therapeutic equipment at all sites is inspected, calibrated, and maintained according to the manufacturer's recommendation, or by federal, state, or local ordinance.

Instructions

- Provide documentation verifying that all therapeutic equipment is inspected, calibrated, and maintained according to the policy (including all affiliated sites).

Supporting Material:

1. Supporting Materials

Appendix 72.1.1	Therapeutic Equipment Safety CSUF SHCC verification
Appendix 72.1.2	Therapeutic Equipment Safety Mt SAC DIA verification
Appendix 72.1.3	Therapeutic Equipment Safety CSUF DIA verification
Appendix 72.1.4	Therapeutic Equipment Safety Esparanza HS verification
Appendix 72.1.5	Therapeutic Equipment Safety Walnut HS verification

All devices within the scope of the ATP meet our required standards (*Appendices 72.1.1-72.1.5*). One hydrocollator (CSUF DIA/DK - 22982) was found to have a defective switch which was replaced and returned to full function (Appendix 72.1.3). Only one site reported any unresolved issues regarding therapeutic equipment (CSUF – DIA/DK) during the current academic year. In both cases, the specific therapeutic device was removed from service.

- The Chattanooga MP-1 Traction Unit had a faulty safety switch upon initial inspection (January 21, 2016). A new safety switch was purchased and installed on February 19, 2016, but the proper calibration was not completed by the inspecting agency (MKH Electronics, Inc.). This device is not in service (Appendix 72.1.3).
- With the initial January 21 inspection, the Mettler ME 395 Shortwave Diathermy unit was tested for safety, but not calibrated. As this unit is not used clinically, but used only for demonstration purposes in class (Knes 378), it was removed from service until our next annual visit in January (Appendix 72.1.3).

73 BLOOD BORNE PATHOGENS (BBP) TRAINING

Description: *Blood-borne pathogen training and procedures: Annual formal blood-borne pathogen training must occur before students are placed in a potential exposure situation. This includes placement at any clinical site, including observational experiences.*

Instructions

- *Provide a narrative describing how the program ensures all students, including observation students, have completed blood-borne pathogen training prior to being placed at any clinical site.*

Appendix 73.1.1

2015-16 ATS BBP Training Verification ATrack

The CSUF Athletic Training Program requires formal blood-borne pathogen training before students incur potential exposure situations. This online “Bloodborne Pathogens Awareness – Cal/OSHA” training is offered through the University Office of Environmental Health and Instructional Safety, which includes instruction on biomedical waste, infection control, blood-borne pathogens, and personal protective equipment. Discussion occurs and questions are addressed in our annual orientation meeting with all ATS. Upon completion of the BBP training, students must digitally verify their understanding and compliance with this ATP standard. The BBP training and verification in ATrack is repeated annually for all ATS. Additionally, the ATP requires Professional Rescuer CPR (or the equivalent) for all ATS. AT students must earn this certification prior to any clinical assignment and maintain it throughout the five semesters of clinical rotations. This professional training reinforces the proper BBP procedures.

74 BBP POST-EXPOSURE PLAN

Description: *Blood-borne pathogen training and procedures: A detailed post-exposure plan that is consistent with the federal standard and approved by appropriate institutional personnel must be provided to the students.*

Instructions:

- Provide a narrative describing how the post-exposure plan is communicated to the students.

Supporting Material:

1. Provide a copy of the program's detailed post-exposure plan.
Appendix 74.2.1 CSUF EHS Bloodborne Pathogen Program
2. Provide documentation verifying institutional approval of the post-exposure plan.
Appendix 74.1.1 CSUF EHS Bloodborne Pathogen Program

Under the direction of the CSUF Executive Director of Risk Management the Office of Environmental Health and Safety developed, approved, and published an institutional Bloodborne Pathogens Program, which includes post-exposure policies and procedures (Appendices 74.1.1 & 74.1.2). The University developed and accepted plan is utilized by the CSUF ATP. Annually, after our BBP training during our return-week orientation, the ATP leaders review the accepted plan with all AT students.

75 BBP POLICIES

Description: *Blood-borne pathogen training and procedures: Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible to all current students and program personnel including preceptors.*

Instructions:

- Provide a narrative describing where each site posts/maintains their blood-borne pathogen policy.

Blood-borne pathogen policies are readily available in all CSUF ATP clinical site where the possibility of exposure exists and must be immediately accessible to all current ATS and program preceptors. The affiliate sites for the ATP make available the BBP policies with their Emergency Action Plans (see EAP Table and Standards 78 & 80 narratives).

None of the CSUF or affiliated sites include their BBP Policies as part of their EAP, but some do post or maintain their BBP Policies with their EAP. See below for a more detailed description of where the clinical education sites keep their BBP Policies.

The CSUF clinical education sites post/maintain their BBP Policies as follows.

- **CSUF Department of Intercollegiate Athletics:** 1) inside the AT Clinic cabinet door above the sink; 2) in all the biohazards kits taken to athletic venues; and 3) in each staff member's personal kit.
- **CSUF Student Health & Counseling Center - Physical Therapy & Sports Rehabilitation Clinic:** in a binder in the accessible office supply room (#102A), alongside the building marshal emergency equipment.
- **Mount San Antonio College:** within the emergency policies notebook in the AT clinic, posted on the wound care cabinet, and within the biohazard kits.
- **Fullerton College:** located 1) in a white binder on a bookcase directly inside the main Athletic Training Clinic, 2) on the bulletin boards inside the Clinics (Rooms 1211 & 1713), and 3) inside biohazard kits taken to Fullerton College athletic events.
- **Santiago Canyon College:** located 1) in a binder in the Athletic Training Clinic office, 2) posted on the bulletin boards directly outside the Athletic Training Clinic (G-205), and 3) within the biohazard kits that go to all Santiago Canyon College athletic events.
- **Gladstien & Koutures:** in a folder located at the nursing station.
- **Walnut High School:** with in the red packets at each venue, along with the EAPs. See EAP Table (Standard 80).
- **Diamond Bar High School:** on an AT Clinic bulletin board, as well as within the biohazard/first aid kits provided to sports teams.
- **Servite High School:** located next to the posted EAPs within the Athletic Training Clinic and at each venue (see Standard 80).
- **Esparanza High School:** on the walls/doors of the AT Clinic, strength facilities, wrestling room and gym, as well as with each venue EAP.

76 BBP BARRIERS

Description: *Blood-borne pathogen training and procedures: Students must have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites.*

Instructions:

- *Provide a narrative describing procedures that ensure students have access to and use of appropriate BBP barriers and control measures at all sites.*

The California State University, Fullerton AT Students have access to and use of appropriate blood-borne pathogen barriers and control measures at all clinical sites. Each of the clinical rotation sites utilized by Cal State Fullerton ATS provides appropriate BBP barriers and control measures. Personal protective equipment is readily available to all ATP students and the use of these items is required per the ATP, as well as Cal-OSHA guidelines. In addition, biohazardous waste containers are properly located and used by every ATS. Students are instructed to inform ATP leadership (CEC or PD) in any case where appropriate barriers and control measures are not readily available. CSUF preceptors are also asked to inform ATP leaders of any related issues. No such incidents have ever been reported.

77 BBP SANITATION

Description: *Blood-borne pathogen training and procedures: Students must have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites.*

Instructions:

- *Provide a narrative describing procedures that ensure students have access to and use of proper sanitation precautions at all sites.*

Students from the Cal State Fullerton ATP have access to, and use of, proper sanitation precautions at all 2015-16 clinical rotation sites. Students are instructed to inform ATP leadership (CEC or PD) in any case where appropriate sanitation precautions are not readily available. CSUF preceptors are also asked to inform ATP leaders of any related issues. ATP leaders visit every official ATP clinical site at least once per year and know these facilities fairly well.

78 EMERGENCY ACTION PLAN (EAP)

Description: All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue).

Instructions:

Supporting Material:

1. Provide EAP Table. Click on the link to download the Form. After you've completed it, please upload it as Supporting Material.
2. Provide a copy of EAPs for all sites. Each venue must be addressed in each site's EAP.

Appendix 78.1.1	EAP Table
Appendix 78.2.1	EAP Cal State Fullerton PTSR
Appendix 78.2.2	EAP Cal State Fullerton DIA
Appendix 78.2.3	EAP Esparanza HS
Appendix 78.2.4	EAP Walnut HS
Appendix 78.2.5	EAP Mt SAC
Appendix 78.2.6	EAP Gladstien & Koutures

All clinical sites for the Cal State Fullerton ATP have a venue-specific written Emergency Action Plans (EAP) based on well-established national standards or institutional offices charged with institution-wide safety (Appendices 78.1.1 – 78.2.6).

79 EAP REVIEW

Description: *The program must have a process for site-specific training and review of the EAP with the student before they begin patient care at that site.*

Instructions:

- *Describe the process in which the program provides site-specific training and review of the EAP with the student prior to patient care at that site.*

The Cal State Fullerton ATP requires site-specific EAP review and training with the assigned preceptor and before they begin patient care at that site. Every ATS must complete a Self-Evaluation via ATrack in the week leading up to any new clinical assignment. Preceptors review these ATS Self-Evaluations and arrangements are made to meet and discuss the upcoming clinical rotation, minimally to include a review of clinical policies, emergency procedures, clinical expectations, and professional behaviors.

8o EAP ACCESS

Description: Students must have immediate access to the EAP in an emergency situation.

Instructions

Instructions:

- Provide a narrative describing where each site posts/maintains their EAP for immediate access by students.

Students enrolled in the CSUF ATP have quick and easy access to the various clinical rotation EAPs in emergency situations (Appendix 78.1.1).

- The **CSUF Department of Intercollegiate Athletics** posts their venue specific EAPs at each of their normal practice and competition sites (AT Clinic, Titan Gym, practice gym, track & field complex, as well as the soccer, softball and baseball stadiums) except for the tennis courts. Every preceptor brings the site specific EAP in their medical kit, when attending to each of these venues, including the tennis courts. Finally, the total CSUF DIA Emergency Action Plan is in a binder in the AT Clinic (Appendix 78.1.1).
- The Emergency Action Plan for the **CSUF Student Health and Counseling Center - Physical Therapy & Sports Rehabilitation Clinic** is available to all ATS in a binder located in the storage area of the clinic (Appendix 78.1.1).
- **Walnut High School** posts their venue specific EAPs at each of their normal practice and competition sites (AT Clinic, football/track& field, baseball and softball stadiums, aquatic center, and gymnasium) except for the tennis courts. The preceptor also brings the site specific EAP in their medical kit, when attending each of these venues, including the tennis courts (Appendix 78.1.1).
- **Mount San Antonio College** transports their venue specific to each of their practice and competition sites via their Emergency Notebooks. The EAP is also posted at the closest accessible structure to the common area for providing emergency services (Appendix 78.1.1).
- **Gladstien & Koutures** posts their EAP on the medical office walls, as well as the exam room walls.
- **Esparanza High School** makes their EAPs available through a variety of methods including: in side-line or courtside medical kits (Shapelle Stadium, swim facility, softball and baseball fields, tennis courts, new gymnasium, campus practice fields, and soccer fields). The EAP is posted on the walls/doors of the AT Clinic, strength facilities, wrestling room and Main gym.

81 BUDGET

Description: *The program must receive adequate, equitable, and annually available resources necessary to meet the program's size and documented mission and outcomes. Funding must be commensurate with other comparable health care programs. If no such similar program exists at the institution, then benchmark with health care programs at peer institutions.*

Supporting Material:

1. Submit Budget Table

Appendix 81.1.1 ATP Budget Table

Self-Assessment: Focused Questions

- Provide a narrative describing how the program receives adequate, equitable and annually available resources necessary to meet the program's size and documented mission and outcomes.
- Provide a narrative describing how the program's budget is comparable to other health care programs at the institution (or at benchmark institutions, if necessary).

Funding for California State University, Fullerton and thus for the ATP comes from several sources, with the majority originating from the state general fund. Allocations from the Governor's budget are made to the CSU Chancellor's Office, where funds are further allocated to each of the CSU campuses based on an assigned FTES (Full Time Equivalent Student) target.

Within the University, budget requests are formulated based on department needs, as well as specific program mission and goals. Following intra-departmental budget discussions, state funds are distributed to respective operating units. Based on our FTES target, the Department of Kinesiology receives its budget allocation divided into three categories: salaries, operations and expenses, and travel. Because of Kinesiology's long and consistent history of meeting or surpassing its FTES target, its resource allocations remain strong.

Comparing ATP funding to other similar CSUF professional healthcare programs is difficult. There are a limited number of other such programs on campus and all are stand-alone departments or schools (Social Work, Counseling, & Nursing). Similar to the ATP, each of these programs lead graduates to qualify for credential exams, but are much larger (FTES and faculty). All offer professional graduate degrees, although Nursing graduates professional degrees at multiple levels (BS, MS, and DNP). As best can be determined, because allocations are formula driven the ATP funding is commensurate with other comparable health care programs.

The ATP receives budgetary support that is "comparable to other healthcare programs" within the institution. Attempting to directly equate the dollars allocated to the ATP with the dollars of other CSUF professional healthcare programs is problematic. In **absolute dollars**, the ATP budget is less than the other CSUF healthcare programs at CSUF, because it enrolls fewer students. In **relative dollars**, the ATP budget is comparable to these programs, as it is based on student enrollments. Student matriculation drives all the degree program budgets. The ATP chooses to remain relatively small, for a number of reasons. As such, our allocated funds are generally sufficient to meet the current needs based on our enrollments.

Faculty salaries are the overwhelmingly largest portion of all program budgets. As the AT major is distinctly smaller than the other healthcare programs, we have fewer faculty and thus a smaller, but proportional budget for salaries. AT faculty are equitably supported in establishing faculty salaries in comparison to the Department of Kinesiology as a whole; subsequent salary matters for all faculty are guided through the Collective Bargaining Agreement and the California Faculty Association.

Funding to support professional development/travel is equitably allocated for all full-time faculty throughout the Department of Kinesiology, including the AT faculty. The exact dollar amount varies annually and is determined by the Provost and College of Health & Human Development Dean. As the only accredited Department program, funding beyond normal travel amounts, is regularly allocated from the Department budget to support an ATP faculty attendance to special meetings such as CAATE or NATA ATEC.

Annual operating expenses for the ATP is further supported by the Department budget through allocations for accreditation fees (annual and site visits), reassigned time for the ATP Program Director and Clinical Education Coordinators, mileage reimbursement for clinical site visits, ATP student orientation workshop, and program materials. The budgetary allocation process for ATP supplies and equipment is the same for all aspects of the Department. Finally, in our world of very limited space, it should be noted that the ATP teaching classroom is exclusively designated for this curriculum.

82 FUNDING

Description: Funding must be available for the following: Expendable supplies; Equipment; maintenance and calibration; Course instruction; Operating expenses; Faculty professional development; Capital equipment.

Instructions

- o Provide a narrative describing how the funds are allocated for all categories listed in Standard 81.

Cal State Fullerton, through the College of Health and Human Development (HHD) and Department of Kinesiology adequately support the ATP through funding for: expendable supplies; equipment; maintenance and calibration; course instruction; operating expenses; faculty professional development; and capital equipment (Budget Table).

Expendable Supplies: The College and Department has provided acceptable funding with regard to the ATP needs. Our program has relatively high needs related to expendable instructional supplies. Funding varies from year to year, so the ATP has learned to be proactive in their planning and requests.

Equipment Maintenance & Calibration: The Department of Kinesiology directly pays for the annual safety inspection, maintenance, and calibration of our necessary equipment. Although the required amount varies year to year, this has typically cost between \$500 and \$1,000. As equipment ages, this expenditure tends to increase.

Course Instruction: Full-time (tenure-line and lecturer), as well as adjunct faculty salaries are negotiated with the administration upon hire. Once agreed upon at hiring time, further salary changes occur based on state funding and are generally implemented state-wide. Across the state, all CSU faculty will soon be getting a raise. With the addition of two new tenure-track faculty in August 2015, the AT course instruction line-item increased significantly.

Operating Expenses: The ATP lies within the Department of Kinesiology, who thus provides support the faculty and students with regard to the necessary daily operating expenses. Department staff and student assistant salaries are the bulk of these expenses. The five full-time staff provide support to the ATP faculty and students in a similar fashion to other Department faculty. Day-to-day operating costs (e.g. paper, pens, pencils, etc.) make up a small portion of the operating expenses compared to salaries and benefits of our staff.

Faculty Professional Development: Each of the University's Colleges allocates travel money to their various Departments and/or Divisions. The Department of Kinesiology has recently allocated \$1,000 per year for each of its full-time faculty to use for professional development. With the 2015-16 hiring of two new full-time AT faculty, our numbers increased this year. Funding can and does sometimes come from other sources (e.g. grants, ATP Foundation accounts, etc.).

Capital Equipment: Large capital items are not a frequent need of the ATP. New faculty, upon hiring, negotiate with the Dean for the start-up funding of their programs, which frequently includes capital items. When appropriate, ATP faculty seek funding for capital equipment through the accepted Department process. Although budgets have been tight, over recent years the ATP has been able to obtain funding for the needed capital items.

83 FACILITIES

Description: *The classroom and laboratory space must be sufficient to deliver the curriculum and must be available for exclusive use during normally scheduled class times.*

Instructions

- Provide a narrative describing classroom space designated for athletic training education.
 Appendix 83.1.1 ATP Instructional Spaces
- If space is shared with other entities, provide documentation verifying exclusive use during normally scheduled class times.

All AT courses with an experiential/practical component occur in KHS 189 – AT Teaching Lab. Although no program has total control of any University-owned room or building, the scheduling of KHS 189 lies with the AT Program Director, in consult with the Department Chair. This 1,500 ft² facility provides a functional setting, with 12 custom treatment tables and accompanying stools for presentations and class discussions (instead of desks). When appropriate for practical labs, the “desks” serve as fully-functioning examination tables for hands-on student experiences. Considering our needs, the KHS 189 teaching classroom and laboratory is available and appropriate in size for curricular delivery.

As there is no practical component to our two lecture/discussion-only AT courses (KNES 365 – Pathologies in Sport/Exercise & 451 – Sports Medicine), these are most commonly taught in rooms other than our AT Teaching Lab (KHS 189). Although the Department (Chair & PD) determine the best times to offer these courses, the specific classrooms assigned for these courses involves the Department and University to maximize the utilization of University space needs.

The Kinesiology & Health Science (KHS) building through the Departments of Kinesiology, Department of Health Science, and the School of Nursing, provide numerous classroom and laboratory spaces for instruction, research, and testing used in ATS education (Appendix 83.1.1). The ATP leadership continues to facilitate a relationship with the School of Nursing and their Nursing Simulation Center, which is housed in KHS. We use this outstanding facility at an ever-increasing rate. Although the bulk of our AT instruction occurs in the ATP controlled KHS 189, at some point in their academic career, AT students will likely have exposure to or experiences with many of these facilities (Appendix 83.1.1).

84 INSTRUCTIONAL AIDS

Description: *The number and quality of instructional aids must meet the needs of the program.*

Supporting Material:

1. *Submit Instructional Aids/Equipment/Supplies Table.*

Appendix 84.1.1

ATP Instructional Aids & Equipment Table

Every classroom utilized by the ATP includes the standard teaching aids, minimally involving white boards, markers, desks or tables, chairs or stools, and a screen. The AT Teaching Lab (KHS 189) presently includes a satisfactory number and quality of adjunct instructional aids such as computers, printers, anatomical models, charts, posters, and software. Moreover, all teaching spaces for AT are “smart classrooms” with computer-audio-visual projection systems and Internet access (hard-wired & wireless). Other instructional equipment, such as televisions, laptop computers, portable LCD projectors, digital cameras, and other items are available to faculty and staff to educate students (KHS 185).

Topic specific instructional aids, equipment, and supplies such as that listed in the Instructional Aids/Equipment/Supplies Table (Appendix 84.1.1) is generally available in our teaching classroom/lab (KHS 189). The only devices we do not house directly in KHS 189 would include actual AED (available in KHS 190). The ATP does own and house an AED trainer in KHS 189 for student instruction. We (ATP) do not normally store CPR equipment, but this equipment is available for our use through the Department just down the hall in KHS 185. With regard to fitness equipment for testing, the ATP does not specifically own many such items, but our Department has many such devices throughout the building and beyond in our various labs, centers, and classrooms, which are available for our use. As funded in recent years, both the number and quality of ATP instructional aids utilized are sufficient to meet our needs based on current enrollment.

85 EQUIPMENT & SUPPLIES

Description: *The equipment and supplies needed to instruct students in the current athletic training knowledge, skills, and clinical abilities must be available for formal instruction, practice, and clinical education.*

Supporting Material:

1. *Submit Instructional Aids/Equipment/Supplies Table.*

Appendix 85.1.1

ATP Instructional Aids & Equipment Table

The quality education of AT students requires extensive specialized materials for both instructional and clinical application purposes (Appendix 85.1.1). In addition, rapidly changing technology requires continual re-assessment and possible upgrading of related equipment. As a part of a large Department, housed in a related College within a large state University, the Cal State Fullerton ATP generally has or has access to all necessary specialized provisions to meet and/or exceed AT student needs. Furthermore, through our solid campus relationships, we continue to utilize and advance the AT educational opportunities with other CSUF departments with related educational equipment and supplies, including the Department of Intercollegiate Athletics – Athletic Training Clinic (KHS 190), School of Nursing – Simulation Lab (KHS 182), and Student Health & Counseling Center – Physical Therapy and Sports Rehabilitation (SHCC E-102).

As financed in recent years, the University supports the current ATP enrollment through the provision of equipment and supplies needed to properly instruct and allow for the clinical practice/education of our AT students. The ATP purchases and manages the majority of our specialized AT educational equipment and supplies that are housed in the AT Teaching Lab (KHS 189) and Research Labs (KHS 191B). Included in these facilities are anatomical models, charts, computers and software, as well as a small AT-related library. AT specific equipment and supplies located here, generally include protective/preventative materials, emergency management apparatus and provisions, instruments and supplies related to clinical diagnoses, as well as traditional therapeutic modalities and exercise equipment (Appendix 85.1.1).

86 INFORMATION SOURCES

Description: *Library and other Information Sources: Students must have reasonable access to the information resources needed to adequately prepare them for professional practice. This includes current electronic or print editions of books, periodicals, and other reference materials and tools related to the program goals.*

Instructions

- Provide a narrative describing the nature and extent of resources available to students in the program.

The AT majors have appropriate access to a variety of information resources to help prepare for entry into the profession. Pollak Library serves as the primary resource center for both hard-copy and digital materials. This large, six-story, modern facility serves over 37,000 students and 2,100 full- and part-time faculty members. Pollak Library houses over 2.7 million print or digital books, periodicals, government documents, maps, recordings, and software programs available. Pollak Library employs over 50 full-time faculty, librarians and staff and allows for 24-7 access through their Online Public Access Catalog. The Library's 2014-15 expenditures were about \$6.8 million.

Assets for AT students are provided directly from the Library (hard-copy or digital), through the extensive interlibrary loan system, or by way of ATP faculty, staff, preceptors and physicians. Although the Library provides scores of electronic resources, those most frequently utilized by ATS likely include: SPORTDiscus Full-Text (EBSCO), Physical Education Index (ProQuest), ScienceDirect, PsycINFO (EBSCO), PubMed (NLM), CINAHL Plus with Full-Text (EBSCO), Academic Search Premier (EBSCO). Other frequently used databases include ERIC, OmniFile Full Text Mega, Wiley Online Library, and LexisNexis Academic. For any information not directly available to AT students, there is ILLiad (Interlibrary Loan), which provide most-commonly free access to a virtually unlimited database. Examples of related available publications include: Journal of Athletic Training, Athletic Training Education Journal, International Journal of Athletic Training & Therapy, Sports Health, Medicine and Science in Sport and Exercise, and International Journal of Sports Medicine among others. Access to these resources is facilitated by a dedicated subject consultant for Kinesiology and Health Sciences. Students can receive research assistance in person, by phone, or online.

87 OFFICES

Description: *Offices must be provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.*

Instructions:

- *Provide a narrative describing the office space available for program administration and confidential student counseling.*

Although space-restrictions are a campus reality, the University currently provides all AT faculty and staff with suitable offices to meet their educational and/or administrative needs, including the possible confidential student counseling requirements. All full-time ATP faculty have their own individual office that meets California state standards (e.g., size, temperature control, and ventilation). Similar to other across campus, offices for our adjunct AT faculty are fully-equipped and functional, although most commonly shared. Adjunct AT instructor offices are assigned by the Department of Kinesiology in consultation with the PD. These assignments occur to minimize instructor overlap based on their teaching schedules.

88 ADMISSIONS, RETENTION & ADVERTISEMENT

Description: *Program Admission, Retention and Advertisement: If the program uses a secondary selective admission process, this must be stated in university publications. The standards and criteria must be identified and publicly accessible.*

Instructions

- *If a secondary selective admission process to the program is used, provide Program Description and Accessible Documents Table.*
- *Provide copies of the program's admission criteria from each source as indicated on Program Description and Accessible Documents Table.*
- *Indicate where the secondary admission process is published in publicly accessible documents.*

Supporting Material:

1. *Provide Program Description and Accessible Documents Table.*
2. *Provide copies of all documents from each source as indicated on Program Description and Accessible Documents Table used for admission to the institution and retention.*
3. *Supporting Materials (Optional) (Optional Documentation and Data Uploads)*

Appendix 88.1.1	Program Description & Accessible Documents Table
Appendix 88.2.1	CSUF Admissions Aculog
Appendix 88.2.2	CSUF Admission Freshman –website
Appendix 88.2.3	CSUF Admission Transfer - website
Appendix 88.2.4	CSUF Admission Aculog
Appendix 88.2.5	ATP Admission Application Procedures website
Appendix 88.2.6	ATP Admission Degree Info website
Appendix 88.2.7	ATP Retention Aculog
Appendix 88.2.8	ATP Retention website
Appendix 88.2.9	CSUF Cost Information Aculog
Appendix 88.2.10	CSUF Fee Information website
Appendix 88.2.11	ATP Costs Aculog
Appendix 88.2.12	ATP Costs website
Appendix 88.2.13	ATP Mission, Goals, & Objectives website
Appendix 88.2.14	ATP Curriculum Aculog
Appendix 88.2.15	ATP Degree Requirements Aculog
Appendix 88.2.16	ATP Curriculum webpage
Appendix 88.2.17	CSUF Academic Appeals Aculog
Appendix 88.2.18	CSUF Faculty Association CBA grievances
Appendix 88.2.19	CSUF Student Withdrawal Aculog
Appendix 88.2.20	CSUF Student Fee Refund Aculog
Appendix 88.2.21	CSUF Financial Aid Aculog

The California State University, Fullerton Athletic Training Program utilizes a secondary selective admission process, which is detailed in three publically available sites: the University Catalog, the ATP website, and the ATP Viewsheet. *Admissions processes to the University are available in the University Catalog and webpage (Appendices 88.2.1-4). The ATP admissions information is also available in the Catalog and on the ATP website (Appendices 88.2.4-6). The ATP webpage and University Catalog also provide public information on the specifics of our retention process (Appendices 88.2.7-8), as well as the costs Appendices 88.2.9-12). Public*

documentation of the ATP Mission, Goals, & Objectives, as well as the curricular requirements are available in the on-line Catalog and our ATP website (Appendices 88.2.13-16). The University also publishes policies for academic appeals (Appendix 88.2.17), faculty grievances (Appendix 88.2.18), student withdrawal (Appendix 88.2.19), refunds (Appendix 88.2.20), and financial aid/scholarships (Appendix 88.2.21).

Additionally, our Department publishes an AT Viewsheet (Appendix 88.3.1), which are available as hard-copy documents in the Department office, as well as some AT faculty offices and the AT teaching lab (KHS 189) classroom in our building. The AT Viewsheet is also available as a digital PDF file. Finally, the ATP produces and annually updates an internal ATP Handbook (Appendix 88.4.1) for use by our AT students, preceptors, and faculty.

ATP WEB PAGES: In our careful review of our originally submitted, webpages (Application Procedures & Degree Information) related to Standard 88, format issue and omissions identified by the CAATE reader were noted. We recently updated the ATP web site pages to address the three items related to Standard 88 (Appendices 88.2.22 & 88.2.23).

- **Course Prerequisites:** The ATP Prerequisite Courses on our ATP Degree Information webpage was reformatted to clarify the correct five prerequisite courses (Appendix 88.2.22). Although the information on the original site (Appendix 88.2.6) was accurate, it may have appeared that there were six prerequisite courses, as the text wrapped around forming a sixth bullet point for Biology 361 Human Anatomy.
- **Unit Prerequisite:** The ATP Degree Information and Application Procedures webpages now clearly inform the reader of our requirement for completion of 30 semester units prior to the start any official clinical education for any AT student (Appendices 88.2.22 & 88.2.23).
- **ATP Technical Standards:** The webpages now more clearly identify the requirement for ATP applicants to include a signed ATP Technical Standards with their application packet (Appendices 88.2.22 & 88.2.23).

ATP VIEWSHEET: From our perspective and from the notes provided by the CAATE reviewer(s), the ATP Viewsheet (Appendix 88.3.1) properly included all the correct information related to Standard 88, except for reference to potential incidental student expenses. The new version of our ATP Viewsheet (Appendix 88.3.2) now provides more detail for prospective students concerning possible costs related to the ATP.

ATP ACULOG (CATALOG): Similar to other institutions of higher learning, our University Catalog is not always perfectly current as materials regularly change. The CSUF Catalog clearly makes this disclaimer in its introductory paragraphs where it identifies that it "...does not constitute a contract or the terms and conditions of a contract between the student and the campus or the California State University." (Appendix 88.2.24).

Additionally, the ATP reiterates this point regarding on-going changes that cannot be perfectly updated in the Catalog. Please note that the introductory paragraph of the BS in Athletic Training description in the University Catalog clearly states the ATP web site is the source for the most current information (Appendix 88.2.25).

With this in mind, our University Catalog, is only updated once per year (Appendices 88.2.26). The ATP Program Director has identified the issues related to CAATE Standards and forwarded them to the Department of Kinesiology Chairperson (Dr. Tsang) and the University Associate Vice-President for Academic Programs / Catalog Editor (Dr. Gail Matsunaga). As can be seen by their email thread (Appendix 88.2.27) and associated Catalog Timeline (Appendix 88.2.18) the Department Chair will get galley proofs for the 2017-18 Catalog on March 1. The ATP will then make the needed edits to clarify the Technical Standards verbiage and correct the Unit Prerequisite omission. The proofs will then be returned to the University via the Department Chair on or before March 20. The 2017-18 Catalog with current information related to Standard 88 will be published in early April 2017.

89 TERMINOLOGY

Description: All program documents must use accurate terminology of the profession and program offered (e.g., BOC certification, athletic training student, and the program title of athletic training).

Instructions

- Provide a narrative of how all program documents use accurate terminology of the profession and program offered.

Self-Assessment: Focused Questions

All program documents must use accurate terminology of the profession and program offered (e.g., BOC certification, athletic training student, and the program title of athletic training).

In our ongoing effort to be professional and remain in compliance with the CAATE Standards, Cal State Fullerton uses current and accurate terminology with regard to the AT profession in all its communications and/or publications. When any change is suggested or mandated by the relevant professional bodies (NATA, BOC, CAATE, etc.) the ATP makes the appropriate change(s) for publication as soon as possible. Some materials (e.g. ATP website) are simpler fixes than others (e.g. University Catalog or printed Viewsheets), which are often only periodically updated or printed.

90 ADVERTISED COSTS

Description: All academic tuition, fees, and other required program specific costs incurred by the student must be publicly accessible in official institutional documents.

Instructions

- Provide Program Description and Accessible Documents Table.
- Provide copies of all documentation from all sources as indicated on Program Description and Accessible Documents Table.

Supporting Material:

1. Provide Program Description and Accessible Documents Table.
2. Provide copies of all documentation from all sources as indicated on Program Description and Accessible Documents Table.

Appendix 90.1.1	Program Description & Accessible Documents Table
Appendix 90.2.1	2016 CSUF Fee Information Aculog
Appendix 90.2.2	2016 CSUF Fee Info Website
Appendix 90.2.3	ATP Costs Aculog
Appendix 90.2.4	ATP Costs Website
Appendix 90.2.5	ATP Costs Viewsheet

CSUF tuition, fees, and other required ATP costs incurred by the student are publicly accessible in the official University Catalog (Appendix 90.2.1). The CSUF webpage also provides the most current tuition and fees costs (Fall 2016), as seen on the Financial Aid web page (Appendix 90.2.2). Expected AT Program specific costs are also cited in both the CSUF Catalog (Appendix 90.2.3) and the ATP webpage (90.2.4). The ATP Viewsheet also highlights the projected program costs (Appendix 90.2.5).

We recently updated the ATP Degree Information webpage to address the CAATE reviewer(s) concerns regarding advertised costs (Appendices 90.2.6 – highlighted on page three). The original ATP Viewsheet did in fact detail costs expected for the ATP students (Appendix 90.2.5 top of page three). With that said, the 2017 ATP Viewsheet (Appendix 90.2.7: highlighted top of page three) now provides more detail for prospective students concerning possible costs related to the ATP. The information on our two publically accessible documents with regard to advertised costs related to the CSUF ATP are clear and consistent (Appendices 90.2.6 & 90.2.7).

91 PROGRAM DESCRIPTION

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

Instructions

- Submit Program Description and Accessible Documents Table.

Supporting Material:

Appendix 91.1.1	Program Description and Accessible Documents Table.
Appendix 91.1.2	2015-16 Catalog: Department ATP Description
Appendix 91.1.3	ATP Description Website
Appendix 91.1.4	ATP Viewsheet
Appendix 91.1.5	ATP Handbook
Appendix 91.1.6	ATP Description Website correct

The Program provides ATP faculty and students with access to a clear and consistently presented academic curriculum, including the official University Catalog (Appendix 91.1.2). The Program description and AT curriculum are also available on our ATP website (Appendix 91.1.3). The Department of Kinesiology in conjunction with the ATP publishes a Viewsheet in both hard-copy & digital formats (Appendix 91.1.4). The six-page, color Viewsheet provides the public with an overview of the AT major. Comparable to others in the College of Health and Human Development, the AT Viewsheet is presented in a Question and Answer format. Lastly, all AT majors, preceptors, and faculty have ongoing access to the CSUF ATP Handbook (Appendix 91.1.5), which is updated annually. This document is shared electronically with all ATS, faculty, and preceptors. Additionally, full bound hardcopy versions of the current ATP Handbook are given to each new ATS during orientation, where the contents and ATP are discussed in detail during the week.

The narrative below, along with the referenced Appendices, address each specific claim of inconsistency identified by the CAATE reviewer(s).

- **PSYC 101, HESC 101, and KNES 191A** are properly listed in the University Catalog (Appendix 91.1.8 - page 2) as a prerequisite, just they are listed in the ATP Handbook, Viewsheet, and website.
- **BIOL 310** is correctly identified as a Foundational course in the ATP Handbook (Appendix 91.1.9) and Viewsheet (Appendix 91.1.10 – page 5), as it is on the website and in the University Catalog.
- **BIOL 361** is listed as a prerequisite in the ATP Viewsheet (Appendix 91.1.11 – page 2) and University Catalog (Appendix 91.1.12 – page 2), similar to its listing in the ATP Handbook and on the website.
- **KNES 470** is in the University Catalog, the same as it is correctly identified in the ATP Handbook (Appendix 91.1.13), Viewsheet (Appendix 91.1.14 – page 5), and on the website (Appendix 91.1.15 – page 6).

- **CHEM and PHYS** are listed as prerequisite courses in the ATP Handbook and Viewsheets, **like they are found** on the website (Appendix 91.1.16 – page 2) and in the University Catalog (Appendix 91.1.17 – page 2).

KNES 360 and KNES 361 are part of our ATP curriculum and are properly listed in the ATP Handbook, Viewsheets, and on our website. They are, however not currently listed as an ATP Foundational courses in the University Catalog as they should be. These two courses recently were renumbered, and were mistakenly left out of the Catalog. As detailed in the narratives and appendices from Standard 88, Cal State Fullerton only modifies the University Catalog once per year, with a publication date of early April. This issue is currently being rectified with University officials (Appendices 91.1.18 – 91.1.20).

Lastly, the CAATE reader(s) appropriately identified the misnaming of **KNES 200** as Introduction to Athletic Training (our old name for this course) on our *Prospective Students* webpage. As can be seen from the current webpage (Appendix 91.1.21), this issue has been corrected, and now correctly reads "Foundations in Athletic Training".

92 PROGRAM MISSION, GOALS & OBJECTIVES

Description: Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include program mission, goals and objectives.

Instructions

- Provide a copy of the program's mission, goals and objectives.

Supporting Material:

1. The Program's mission, goals and objectives are uploaded on standard 6.

Appendix 92.1.1	ATP Curriculum Aculog
Appendix 92.1.2	ATP Curriculum Website
Appendix 92.1.3	ATP Viewsheet
Appendix 92.1.4	ATP Handbook

Across all ATP informational sources, there is a clear and consistent description of our academic curriculum. The University Catalog does not include our Mission, Goals and Objectives as this is not the normal University practice (Appendix 92.1.1). The Cal State Fullerton ATP Mission, Goals and Objectives are clearly stated on the ATP website (Appendix 92.1.2), in our annually published Viewsheets (Appendix 92.1.3), as well as in our regularly updated ATP Handbook (Appendix 92.1.4).

93 CURRICULUM & COURSE SEQUENCE

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

Instructions

- Provide a copy of the program's curriculum and course sequence.

Supporting Material:

1. Supporting Materials

Appendix 93.1.1	ATP Curriculum Aculog
Appendix 93.1.2	ATP Curriculum Website
Appendix 93.1.3	ATP Viewsheet
Appendix 93.1.4	ATP Handbook

The ATP presents the required curriculum to the general population through the University Catalog (Appendix 93.1.1), the ATP website (Appendix 93.1.2), the ATP Viewsheet (Appendix 93.1.3). Additionally, all current AT students, preceptors, and faculty receive an annually updated copy of the ATP Handbook (Appendix 93.1.4), which includes a detailed list of ATP curriculum and course sequence. The AT Core class sequence is dictated to student based on their cohort or level, while General Education and AT Foundation classes allow for variability with ATP advisement.

The CAATE reviewer(s) concerns for Standard 93 include the same issues cited in Standard 91 previously. As detailed in Standard 91 narrative earlier and below, along with the referenced Appendices, the ATP addressed each specific claim of inconsistency.

- **PSYC 101, HESC 101, and KNES 191A are properly identified** in the University Catalog (Appendix 93.1.6 - page 2) as a pre-requisite, just they are listed in the ATP Handbook, Viewsheet, and website.
- **BIOL 310 is correctly presented** as a Foundational course in the ATP Handbook (Appendix 93.1.7) and Viewsheet (Appendix 93.1.8 – page 5), as it is on the website and in the University Catalog.
- **BIOL 361 is properly listed** as a prerequisite in the ATP Viewsheet (Appendix 93.1.9 – page 2) and University Catalog (Appendix 93.1.10 – page 2), similar to its listing in the ATP Handbook and on the website.
- **KNES 470** is in the University Catalog, the same as **it is correctly identified** in the ATP Handbook (Appendix 93.1.11), Viewsheet (Appendix 93.1.12 – page 5), and on the website (Appendix 93.1.13 – page 6).
- **CHEM and PHYS** are listed as prerequisite courses in the ATP Handbook and Viewsheet, **like they are found** on the website (Appendix 93.1.14 – page 2) and in the University Catalog (Appendix 93.1.15 – page 2).

KNES 360 and KNES 361 are part of our ATP curriculum and are properly listed in the ATP Handbook, Viewsheet, and on our website. They are, however not currently listed as an ATP Foundational courses in the University Catalog as they should be. These two courses recently were renumbered, and were mistakenly left out of the Catalog. As detailed in the narratives

and appendices from Standard 88, Cal State Fullerton only modifies the University Catalog once per year, with a publication date of early April. This issue is currently being rectified with University officials (Appendices 93.1.16 – 93.1.18).

Lastly, the CAATE reader(s) appropriately identified the misnaming of **KNES 200** as Introduction to Athletic Training (our old name for this course) on our *Prospective Students* webpage. As can be seen from the current webpage (Appendix 93.1.19), this issue has been corrected, and now correctly reads “Foundations in Athletic Training”.

94 PROGRAM REQUIREMENTS

Description: Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include program requirements for completion of the degree.

Instructions

- Provide a copy of the program's requirements for completion of the degree.

Supporting Material:

1. Supporting Materials

Appendix 94.1.1	ATP Curriculum Aculog
Appendix 94.1.2	ATP Curriculum Website
Appendix 94.1.3	ATP Viewsheet
Appendix 94.1.4	ATP Handbook

All ATP requirements are clearly and consistently presented through the University Catalog (Appendix 94.1.1), as well as on our website (Appendix 94.1.2). The ATP Viewsheet also provides a detailed description of the BS in AT (Appendix 94.1.3).

Lastly, all current AT majors, preceptors, and faculty have ongoing access to the annually updated CSUF ATP Handbook (Appendix 94.1.4), which includes the degree completion details. This document is shared electronically with all ATS, faculty, and preceptors. Additionally, hardcopy versions of the current ATP Handbook are given to each new ATS during orientation, where the contents and ATP are discussed in detail during the week.

Like all college degrees, the requirements to complete the BS in Athletic Training at California State University, Fullerton involve a number of various, but related components. Please see below and refer to the most current documents (Appendices 94.1.1 & 94.1.5 – 94.1.7) for our attempt at a precise and somewhat concise narrative.

ATP Admission: Students seeking a BS in Athletic Training degree from Cal State Fullerton must be admitted to the University, as well as complete a secondary, competitive, admissions process. The candidates must submit various application materials by February 1, including: a completed ATP Application, 3+ Recommendation Forms, a signed Technical Standards Form, college transcripts, a personal statement, and verification of ECC training. The entrance criteria involve a review of applicant academic successes, clinical experiences, professional recommendations, and communication skills. Our five prerequisite courses (or their equivalent) include: a chemistry or physics class from CSUF GE B1, Psychology 101, Health Science 101, Kinesiology 191A or Biology 361, and Kinesiology 200. All applicants need an overall college GPA of 2.5 (4.0 scale) and passed the prerequisite courses with a grade of C or better. Candidates need to have 100+ hours of related clinical experience and be academic sophomores (30+ units) at the start of their clinical rotations.

ATP Matriculation: Once admitted, ATS must remain as a full-time undergraduate student during the five semesters of official clinical education. Students must earn a minimum semester GPA of 2.0 during their clinical education. The required curriculum includes: 16-18 units of prerequisite courses; 51 units of General Education; 71-72 units in the AT major (31-32

of AT Foundation & 40 units of AT Core). Please note that although the numbers may appear to exceed the 120 unit graduation requirement, many of the courses can be “double-counted” to fit in multiple areas.

Athletic Training Prerequisites (16-18 units)

- Biol 191A Human Anatomy (4/5)
or
- Biol 361 Int Anatomy & Physiology
- HeSc 101 Personal Health (3)
- Psyc 101 Introductory Psychology (3)
- Knes 200 Foundations of Athletic Training (3)
- GE B1 Chemistry or Physics (3/4)
- Knes 200 Foundations of Athletic Training (3)

Athletic Training Foundation (31-32 units)

- Biol 191B Int. Human Anatomy & Physiology
or
- Biol 310 Human Physiology (4/3)
- Engl 301 Advanced College Writing (3)
- HeSc 349 Measurements & Statistics in Health Science (3)
- HeSc 350 Nutrition
or
- Knes 470 Nutrition for Exercise & Performance (3)
- Knes 360 Movement Anatomy (3)
- Knes 361 Principles of Human Movement (3)
- Knes 348 Physiology of Exercise (3)
- Knes 348L Physiology of Exercise Lab (1)
- Knes 351 Principles of Strength and Conditioning (3)
- Knes 371 Human Motor Control and Learning (3)
- Knes 383 Psychology of Sport & Physical Activity (3)

Athletic Training Core (40 units)

- Knes 365 Pathologies in Sport/Exercise (3)
- Knes 367 Clinical Proficiencies in Athletic Training I (2)
- Knes 368 Clinical Proficiencies in Athletic Training II (2)
- Knes 369 Clinical Proficiencies in Athletic Training III (2)
- Knes 373 Clinical Diagnosis of the Lower Extremity & Lumbar Spine (3)
- Knes 374 Clinical Diagnosis of the Upper Extremity & Cervicothoracic Spine (3)
- Knes 375 Management of Athletic/Exercise Emergencies (3)
- Knes 377 Therapeutic Exercise in Rehabilitation (3)
- Knes 378 Therapeutic Modalities in Rehabilitation (3)
- Knes 451 Sports Medicine (3)

- Knes 463 Biomechanics of Musculoskeletal Injury (3)
- Knes 465 Administration & Leadership in Athletic Training (3)
- Knes 468 Clinical Proficiencies in Athletic Training IV (2)
- Knes 469 Clinical Proficiencies in Athletic Training V (2)

ATP Graduation: ATS who complete the above ATP curriculum will graduate with a BS in Athletic Training provided they successfully achieved: a 2.5 cumulative GPA, an AT Core GPA of 3.0, and an AT Foundation GPA of 2.5. AT students must earn a minimum total of 120 units, including the various specifics (prerequisites, GE, AT Core, and AT Foundation courses) described above.

In a more general sense, all students must also achieve and maintain good standing with the University, College, and Department with regard to the many and varied policies, standards, and procedures (e.g., academic dishonesty, financial payment, etc.). Additionally, the AT students must meet and adhere to the ATP Technical, Clinical, and Professional Standards as a part of admission, retention, and graduation.

95 GRIEVANCES

Description: *The institution must have a published procedure available for processing student and faculty grievances.*

Instructions:

- *Provide a copy of the institution's student and faculty grievance policies and processes.*

Supporting Material:

1. *Supporting Materials*

Appendix 95.1.1	CSUF Student Rights Aculog
Appendix 95.1.2	CSUF Student Complaints Webpage
Appendix 95.1.3	CFA CBA Grievance Procedures

All Cal State Fullerton students have the right to grieve. The process for presenting any such complaint is detailed in the University Catalog (Appendix 95.1.1) and on the University Webpage (Appendix 95.1.2). University faculty also have published specified rights, with related policies and procedures for officially filing complaints (Appendix 95.1.3).

96 WITHDRAWAL & REFUND

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

Instructions

- Provide a copy of the institution's policy and processes for student withdrawal and refund of tuition and fees.
- Identify how the policy and processes are made available to applicants.

Supporting Material:

1. Supporting Materials

- | | |
|-----------------|--------------------------------|
| Appendix 96.1.1 | CSUF Student Withdrawal Aculog |
| Appendix 96.1.2 | CSUF Student Fee Refund Aculog |

The CSUF policy and procedures for withdrawal from the University are described in the University Catalog (Appendix 96.1.1). Additionally, the University Catalog (Appendix 96.1.2) details the University policy and processes for tuition and fees refund. All potential and current students have access to the annually updated and published online University Catalog.

97 SCHOLARSHIPS

Description: Policies and procedures governing the award of available funding for scholarships administered by the program must be accessible by eligible students.

Instructions

- *Provide a copy of the policy and procedures for scholarship funding and how students are notified of scholarship opportunities.*

Supporting Material:

1. Supporting Materials (Optional)

97.1.1 Julie Max Scholarship Announcement

97.1.2 Julie Max Scholarship Scoring Instructions & Criteria

Scholarships are available to ATS from a number of sources, most of which fall outside the direction of the ATP (i.e. NATA Foundation, FWATA, & the University). The CSUF ATP recently finalized our first internal scholarship through the CSUF Philanthropic Foundation. The first “Julie Max Scholarship” was awarded for \$1,000 in July 2015. Our plan is not only to continue to offer this scholarship to a deserving ATS, but add additional ATS scholarships in the near future.

The Julie Max Scholarship is open to any current official AT major regardless of their ATP level. As can be seen by reviewing our scholarship announcement (Appendix 97.1.1) and scoring criteria (97.1.2), the focus is on academic, clinical and professional performance, as well as communication skills. Applicants must submit electronic copies of their unofficial transcripts, their resume or CV, and a personal statement on professional leadership in athletic training.

All current ATS are informed of the scholarship opportunity through both electronic (email announcements) and classroom announcements throughout the academic year. AT faculty and preceptors are asked to encourage ATS applications.

98 PROGRESSION

Description: Program must maintain appropriate student records demonstrating progression through the curriculum.

Instructions: Standard 98 and Standard 102 although not identical, are really duplicates. For reporting purposes, please report under Standard 102. Site visitors will look for evidence of these standards under 102 not 98.

- Provide a narrative describing how the program maintains student records demonstrating progression through the curriculum.

The University and ATP maintain applicable student records demonstrating progression through the curriculum. Specifically, the ATP utilizes three main storage and retrieval systems for AT student records: the official University records, ATrack software database, and files with the PD.

Official University student records, including class enrollment and grades, are compiled and maintained by the Office of Admissions and Records. With on-line access to the electronic University database, each ATS and AT faculty have the ability to view specific electronic academic records. Related examples include student academic records, transfer documents, as well as the Titan Degree Audit (TDA). The TDA allows students and faculty to check current academic status, with highlights of both complete and incomplete degree components.

The ATP utilizes the AT Advising Form to supplement the on-line TDA and assist in determining past performance, current status, and future outlook with regard to curricular progression. Upon admission to the major, but prior to class registration, the PD engages each student in an individualized discussion on academic advising. Information from the University database is transferred to the AT Advising Form and shared with each ATS during advising sessions. The AT Advising Form provides an overview of past academic results, as well as helps plan future coursework and identify current course enrollment status. The AT Advising Form is pre-programmed to calculate related GPAs and can thus help to identify areas of potential concerns.

The ATP recently incorporated the use of ATrack. As can be seen from the Student Records Table (Appendix 99.1.1), this software system allows for the input, storage, and retrieval of most of our internal ATP records. Examples of records included here are: HIPAA & FERPA training verification, Technical Standards verification, ATS clinical experience documentation, as well as ATS and preceptor evaluations.

99 BLOOD BORNE PATHOGEN RECORDS

Description: Program must maintain appropriate student records. These records, at a minimum, must include blood borne pathogen training.

Supporting Material: none

1. *Submit Student Records Table. Click on the link to download the Form. After you've completed it, please upload it as Supporting Material.*
2. *Submit Student Table.*
3. *Provide documentation verifying each current student has completed blood borne pathogen training, including observation students.*

Appendix 99.1.1	2015-16 Student Record Table
Appendix 99.2.1	2015-16 Student Table
Appendix 99.3.1	CSUF 15-16 ATS BBP Training verification ATrack

The University and ATP maintain applicable student records including blood borne pathogen training (Appendix 99.3.1). Prior to any clinical experiences, all ATS I complete a number of required CSUF trainings, including blood borne pathogens (BBP) training. All AT majors attend a mandatory meeting that includes Occupational Health and Safety Administration (OSHA) BBP training. Every ATS must complete the OSHA BBP course and verify their satisfactory completion using the ATrack system. The CSUF ATP does not have any official program that includes "observation students".

100 ADMISSION

Description: Program must maintain appropriate student records. These records, at a minimum, must include program admission application and supporting documents.

Supporting Material:

1. Submit Student Records Table.
2. Provide one blank copy of the program's admission application and each supporting document used in the admission process.

Appendix 100.1.1	2015-16 Student Record Table
Appendix 100.2.1	CSUF 15-16 ATP Application
Appendix 100.2.2	CSUF 15-16 ATP Confidential Recommendation Form

The University and ATP maintain applicable student records including admission applications and supporting documents. The PD annually receives all ATP applications and support documents. Upon receipt, these hard-copy files are scanned to digital format. Both copies are kept by the PD. The PD keeps the hard-copy files of those applicants that are admitted in a locked office file cabinet throughout the ATS tenure.

101 TECHNICAL STANDARDS & ACCOMMODATION

Description: Program must maintain appropriate student records. These records, at a minimum, must include signed technical standards and, when applicable, the necessary accommodation plan.

Instructions

- Provide documentation verifying each current student has signed the technical standards. When applicable, provide the necessary accommodation plan.

Supporting Material:

1. Submit Student Records Table
2. Provide documentation verifying each current student (last name blinded) has signed the technical standards.
3. When applicable, provide the necessary accommodation plan (last name blinded).

Appendix 101.1.1	Student Record Table
Appendix 101.2.1	Technical Standards Verification ATrack redacted
Appendix 101.2.2	DSS Accommodation Plan redacted

The University and ATP maintain appropriate student records (Appendix 101.1.1 - Student Records Table). These records include electronically signed Technical Standards (Appendix 101.2.1) and, when applicable, the necessary accommodation plan (Appendix 101.2.2). Upon ATP entrance, each receives hard-copy of our Technical Standards (ATP Handbook), followed by a discussion on its overall meaning and purpose. All ATS are reminded of the importance of this document at our annual meeting to start the year. Annually ATS must digitally (ATrack) verify their individual status of meeting our Technical Standards with or without accommodation. Students are encouraged to notify us of any changes. Those requesting accommodation are referred to the University Office of Disability Support Services (DSS) to meet with the appropriate counselor for the assessment and possible accommodation plan (Appendix 101.3.1).

102 ACADEMIC PROGRESSION

Description: Program must maintain appropriate student records. These records, at a minimum, must include academic progression (e.g., grade tracking/completion forms, advisement forms).

Instructions

- Provide a narrative describing how academic progress is monitored.
- Provide one copy of each document used to track academic progression for a current student in the program.

Supporting Material:

Appendix 102.1.1	CSUF Titan Degree Audit (sample redacted)
Appendix 102.1.2	CSUF ATP Advising Form (sample)
Appendix 102.1.3	Student Records Table

The University and ATP maintain applicable student records demonstrating progression through the curriculum. Specifically the ATP utilizes three main systems for storage and retrieval of AT student records: the official University records, ATrack software database, and files with the PD.

Official University student records, including class enrollment and grades, are compiled and maintained by the Office of Admissions and Records. With on-line access to the electronic University database, each ATS and AT faculty have the ability to view specific electronic academic records. Relative examples include student academic records, transfer documents, as well as the Titan Degree Audit (TDA). The TDA (Appendix 102.1.1) allows students and faculty to check current academic status, with highlights of both complete and incomplete degree components.

The ATP utilizes the AT Advising Form (Appendix 102.1.2) to supplement the on-line TDA and assist in determining past performance, current status, and future outlook with regard to curricular progression. Upon admission to the major, but prior to class registration, the PD engages each student in an individualized discussion on academic advising. Information from the University database is transferred to the AT Advising Form and shared with each ATS during advising sessions. The AT Advising Form provides an overview of past academic results, as well as helps plan future coursework and identify current course enrollment status. The AT Advising Form is pre-programmed to calculate related GPAs and can thus help to identify areas of potential concerns.

The ATP recently incorporated the use of ATrack, which also helps confirm academic progress. As can be seen from the Student Records Table (Appendix 102.1.3), this software system allows for the input, storage, and retrieval of most of our internal ATP records. Examples of records included here are: HIPAA & FERPA training verification, Technical Standards verification, ATS clinical experience documentation, as well as ATS and preceptor evaluations.

103 REMEDIATION & DISCIPLINARY ACTION

Description: Program must maintain appropriate student records. These records, at a minimum, must include remediation and disciplinary actions (when applicable).

Instructions

- Provide a narrative describing how remediation and disciplinary actions are addressed.
- Provide documentation used to address remediation and disciplinary actions for a current student (last name blinded) in the program, if applicable.

Supporting Material:

Appendix 103.1.1: ATP Academic Standards & Non-Compliance

Appendix 103.1.2: ATP Clinical Standards & Non-Compliance

Appendix 103.1.3: ATP Professional Standards & Non-Compliance

Appendix 103.1.4 ATP Disciplinary Action sample redacted

The ATP maintain applicable student records, including those related to remediation and disciplinary actions (when applicable). As detailed in our ATP Handbook, our Standards apply to the three areas of the student education: Academic (Appendix 103.1.1), Clinical (Appendix 103.1.2), and Professional (Appendix 103.1.3). In general, any student requiring a first-offense disciplinary action with regard to an ATP Standard is first subject to a written and verbal warning from the PD (Appendix 103.1.4). Second offenses lead to official probationary actions, which if followed by a third offense requires ATP dismissal.

Fortunately, ATP required disciplinary actions are not frequent. We strive to make sure every student understands their personal responsibility with regard to Program expectations. Materials such as this is addressed in our full week-long orientation prior to the first semester as an AT major. The Standards for AT students are presented in our Handbook, which is discussed with each cohort and annually re-emphasized.

104 CLINICAL EDUCATION RECORDS

Description: Program must maintain appropriate student records. These records, at a minimum, must include clinical education experiences.

Supporting Material:

1. *Submit Student Records Table*

Appendix 104.1.1

2015-16 Student Record Table

2. *Individual Student Clinical Assignment Table.*

Appendix 104.2.1

ATP Individual Student Clinical Assignments

Appendix 104.2.2

ATP CE Documentation redacted sample

The University and ATP maintain appropriate student records (Appendix 104.1.1 – Student Records Table) including AT student clinical education experiences (Appendix 104.2.1 – ATP Individual Student Clinical Assignment Table). The CEC oversees the ATS clinical assignments with input from other key ATP personnel. Once final assignments are determined, these are digitally shared with ATP leadership for their digital and/or print records. ATS must also maintain records of their on-going clinical experiences via ATrack that are verified electronically by their preceptor, which can be seen from the sample (Appendix 104.2.2).

105 RECORDS SECURITY

Description: *Student records must be stored in a secure location(s), either electronic or in print, and be accessible to only designated program personnel.*

Instructions

- *Provide a narrative describing the secure location of the student records and who has access to them.*

Supporting Material: *None apply to this Standard*

All AT student records, both print and electronic, are stored in a secure location(s), and are accessible to only designated program personnel. Storing of the official AT student records occur through a variety of means, including both at the University and programmatic level. AT program faculty, like other University faculty, have electronic access to some AT student educational records such as unofficial transcripts, class schedules, transfer credits, etc.

The Office of Admissions and Records in conjunction with the Division of Information Technology, oversee the collection and storage of official University student records. This process and adheres to very strict security procedures (encryption, frequent password changes, etc.). Certain aspects of a student's record (health records, etc.) are not generally available to University faculty.

At the programmatic level, AT student records are collected and stored in both electronic and hard-copy formats. We complete some records in print form (Application, Finalist Scoring Rubric, etc.). These print files are stored in a locked file cabinet in the PD locked office. Upon successful completion and graduation all print records are scanned and converted to electronic format for storage.

In addition to ATP print records, we also utilize the NATA-sponsored electronic software system – ATrack, for some record keeping. Each AT student accesses to only their own personal record via a self-determined username and password. Preceptors also can access the records of their current ATS through a personalized username and password. Once ATS clinical assignments are complete, the CEC makes the ATrack changes to match current Preceptors with ATS. Only program administrators (PD, CEC, and Clinical class instructors) have access to all ATS ATrack records.

106 RESOURCES

Description: All distance learning sites must provide comparable and equally accessible learning and instructional equipment and supplies for classroom and laboratory instruction and student assessment.

Instructions

- If applicable, provide a narrative explaining how all distance learning sites provide comparable and equally accessible learning and instructional equipment and supplies for classroom and laboratory instruction and student assessment.
- Provide Instructional Aids/Equipment/Supplies Table for each distance learning site.

California State University, Fullerton does not utilize any distance learning sites as defined by CAATE in the education of the BS in AT majors.

107 TECHNOLOGY

Description: All educational technology used for formal instruction and assessment must be comparable and equally accessible to all students regardless of location.

Instructions:

- If applicable, provide a narrative explaining how all educational technology used for formal instruction and assessment is comparable and equally accessible to all students regardless of location.

California State University, Fullerton does not utilize any distance learning sites as defined by CAATE in the education of the BS in AT majors.

108 FACILITIES

Description: At all distance or remote education sites, all equipment and supplies as listed above used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

Instructions

- If applicable, provide a narrative explaining how all equipment and supplies listed above used for classroom and laboratory instruction and assessment are comparable and equally accessible to all students regardless of location.
- Provide Instructional Aids/Equipment/Supplies Table for each distant learning site

California State University, Fullerton does not utilize any distance learning sites as defined by CAATE in the education of the BS in AT majors.

109 INFORMATION SOURCES

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

Instructions

- If applicable, provide a narrative explaining how all library and other information resources used for classroom and laboratory instruction, and student assessment are comparable and equally accessible to all students regardless of location.

California State University, Fullerton does not utilize any distance learning sites as defined by CAATE in the education of the BS in AT majors.