



Program Review

Athletic Training Associates of Science Degree Program

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AS – Athletic Training Program Review Fall 2006

The Associate of Science in Athletic Training is a two year degree for students who intend to transfer to a four year college or university upon graduation from NCCC. Upon transfer, potential chosen majors may include anything under the broad spectrum of Sports Medicine. Specifically NCCC students are best geared to be competitive to enter Accredited Athletic Training Education Programs (ATEPs) however the courses and experience can be applied to Pre-Med, Kinesiology, Biomechanics, Sports Administration, Physical Therapy and the generalized Coaching degrees as well.

Upon the employment of the newest Head Athletic Trainer in the Summer of 2005, there was not an AS in Athletic Training offered and the existing generalized HPER degree was recognized to be woefully outdated. The Athletic Training Program was revised with updates including more current ATEP entry requirements by refining the Athletic Training Student experience, increasing the science requirements and significantly shifting the focus of the academics to better reflect a composite of the various other healthcare programs in the region.

Section 1: Alignment of the Athletic Training Program Mission and Purposes with the Mission and Purposes of NCCC

The mission of Neosho County Community College is to enrich our communities and our students' lives.

The mission of the Neosho County Community College Athletic Training Program is;

- Prepare potential transfer candidates interested in sports medicine, or other healthcare careers, by offering both academic theory and hands on practical experiences in risk management, prevention of injuries, assessment and evaluation of injuries, emergency care, general medical conditions, disabilities, exercise physiology, pathology of injury and illness, sports nutrition, kinesiology, biomechanics, pharmacology, therapeutic exercises and modalities, health care administration, psychosocial intervention/referral as well as professional development.

NCCC Purpose 1:

Student learning through...

- the meeting of students' needs,
- quality educational programs and
- effective assessment processes;

The Athletic Training Program at NCCC provides students with the opportunity to be exposed to and learn the fundamental concepts of athletic healthcare; risk management, prevention of injuries, assessment and evaluation of injuries, emergency care, general medical conditions, disabilities, exercise physiology, pathology of injury and illness, sports nutrition, kinesiology, biomechanics, pharmacology, therapeutic exercises and

modalities, health care administration, psychosocial intervention/referral as well as professional development.

The concepts and hands on experiences in these areas are highly beneficial to any student, and often sought out, by four year institutions. By utilizing the Athletic Training Program, those students are maximizing their chances to be the most competitive transfer candidate they can be.

Transfer opportunities can be abundant as the candidates may look towards either a generalized HPER/coaching program at most regional institutions or a multitude of various medical programs at four year colleges and universities offering the Accredited Athletic Training Education (ATEP) option - twelve in the state of Kansas.

Assessment in the Athletic Training courses encompasses both objective and subjective methods; taking into account both the 'classroom' and 'on-field' performance of the student. Assessments are made through quizzes, exams, written research assignments, discussion and the student's performance in the application of the various learned healthcare concepts.

NCCC Purpose 2:

Student success through

- providing personal attention,
- individualized advising and,
- the opportunity to meet personal goals;

The Athletic Training Program at NCCC strives to emphasize the importance of consistent personal and program improvement. Given the ever expanding requirements for healthcare education, students may truly benefit from the extensive one on one interaction with the only Athletic Training instructor. The Athletic Training faculty always attempts to be accessible to students and provide both advisement on what courses to pursue as well as relate beneficial professional experiences based on the student's specific objectives and aspirations. Student's anticipated transfer options are weighed heavily within the advising process to help ensure as smooth of transition to the four year institution environment as possible.

NCCC Purpose 3:

Ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services and,
- safe and comprehensive facilities;

The Athletic Training Program at NCCC helps broaden student access primarily through the awarding of scholarships and referring the students to seek other financial aid options that may be disbursed from the Financial Aid Office at Neosho County Community College. Recent class sizes have been relatively small allowing more personalized

attention to each student whether they are actively pursuing the Athletic Training career track or another healthcare option. Scheduling and delivery of courses is as flexible as possible with a single Athletic Training instructor who is also expected to work around the numerous athletic teams' practice, travel & competition schedules.

NCCC Purpose 4:

Responsiveness to our stakeholders through

- Open communication,
- ethical management of resources,
- accountability and
- the development of leaders;

The Athletic Training Program at NCCC responds to the stakeholders by protecting their investment in both the academic obligation to the Athletic Training students as well as to the athletic obligation to the often more visualized student athletes. The Athletic Training Department is primarily funded by an annual budget as well as through fundraising efforts. The budget is administered by the Head Athletic Trainer and Athletic Director, while the fundraised monies are administered jointly by the Head Athletic Trainer and the NCCC Foundation. As the department is lead by a medical board certified and state licensed healthcare provider; ethical management, accountability and leadership are always present and an emphasized priority to the student population. To the best of my knowledge, there is not a separate Athletic Training Program budget. The cost for any supplies used in class are absorbed directly by the Athletic Training Department's operating budget.

NCCC Purpose 5:

Meeting community needs through...

- collaboration and innovation,
- lifelong learning opportunities,
- cultural enrichment and,
- providing of an educated workforce.

The Athletic Training Program at NCCC meets community needs through maintaining strong professional relationships with fellow local, regional, national and worldwide healthcare providers through continual communications and exchange of ideas via the Head Athletic Trainer and Team Physicians. The Athletic Training Department is currently assimilating information to organize a sports medicine educational clinic aimed mostly towards the high school student, regional coaches or the interested members of the community in general. The Head Athletic Trainer has donated a significant amount of time outside of NCCC to assist with the community. He has worked with the Chanutte High School and Independence High School football teams as well as donating equipment to local organizations to help out with their events. The program offers not only enriching academics and useful experiences but it introduces the people that successfully complete the program, the necessary strategies to establish a foundation of life long fitness and health.

Section 2: Curriculum of Program and Outcomes Assessment

The Associates of Science in Athletic Training can prepare you for transfer into an accredited four year institution's accredited Athletic Training Education Program. At NCCC, students are instructed in risk management, prevention of injuries, assessment and evaluation of injuries, emergency care, general medical conditions, disabilities, exercise physiology, pathology of injury and illness, sports nutrition, kinesiology, biomechanics, pharmacology, therapeutic exercises and modalities, health care administration, psychosocial intervention/referral as well as professional development. There is an abundance of hands on experience in injury evaluation, protective bracing techniques, injury rehabilitation and the use of therapeutic modalities in the daily operations of the Athletic Training Room. This program is also beneficial for anyone interested in a career in any of the numerous other specialized aspects of Sports Medicine.

PREREQUISITES

Students will need to demonstrate proficiencies in reading, English and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

GENERAL EDUCATION (GE) COURSES

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, science, arts and humanities, mathematics, computer systems and social and behavioral sciences.

Institutional Outcomes: General Education

Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:

1. Develop [demonstrate] effective written and oral communication skills;
2. Utilize quantitative information in problem solving;
3. Utilize the principles of systematic inquiry;
4. Identify how cultural differences impact human values and perceptions;
5. List factors associated with a healthy lifestyle and lifetime fitness;
6. Define the citizen's role in a diverse society;
7. Identify the importance of lifelong learning;
8. Demonstrate self discipline, respect for others, and the ability to work collaboratively as part of a team;
9. Use technology effectively;
10. Utilize various information resources for research and data collection; and identify and interpret artistic expression in music, art, theater, or literature.

Athletic Training Specific Skills Outcomes:

1. Explain the profession of Athletic Training; history, education & regulation.
2. Be able to understand medical terminology.
3. Demonstrate an understanding of physiology; specifically as it relates to the injury and inflammation process.
4. Demonstrate an understanding of anatomy; specifically as it relates to common athletic injuries.
5. Regularly practice OSHA regulations for biohazardous materials.
6. Identify and describe risks factors related to environmental conditions.
7. Demonstrate the ability to evaluate common athletic injuries.
8. Be able to design an appropriate rehabilitation program for a specific injury.
9. Demonstrate an understanding of modalities; therapeutic ultrasound, electrical stimulation and thermal therapy strategies.
10. Demonstrate effective protective taping and bracing techniques.

Course Number	Course Name	Program Outcome 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
HPER 205	Prev. & Treat. of Athletic Injury I	CO1	CO5	C23	CO7	CO4	CO9				
HPER 251	Prev. & Treat. of Athletic Injury II			CO9			CO3	CO5	CO1, 3	CO2	CO7
ALHE 105	Medical Terminology		CO1								
BIOL 257	Anatomy & Physiology			CO4	CO2						
HPER 210	Athletic Training Practicum I		CO1	CO2	CO2			CO2			
HPER 211	Athletic Training Practicum II		CO2	CO4					CO8	CO5, CO7	CO8

**ASSOCIATE OF SCIENCE
SUGGESTED SEQUENCE OF COURSES**

(FALL) SEMESTER I

PSYC 100	Orientation	1
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
SOSC 100	Introduction to Sociology	3
HPER 250	Prevention & Treatment of Athletic Injuries I	3
ALHE 105	Medical Terminology	<u>3</u>
Total		16

(SPRING) SEMESTER II

HPER 150	Lifetime Fitness	1
BIOL 111	General Biology	3
BIOL 156	General Biology Lab	2
HPER 210	Athletic Training Practicum I/2	
ENGL 289	English Composition II or	3
ENGL 299	English Comp. II – Honors	3
	Arts/Humanities Elective	3
	Arts/Humanities Elective	<u>3</u>
Total		17

(FALL) SEMESTER III

BIOL 257	Human Anat. & Phys.	3
BIOL 258	Human A & P Lab	2

HPER 211	Athletic Training Practicum II/2	
PSYC 155	General Psychology	3
MATH 113	Algebra or	3
MATH 110	Algebra with Review	5
	Arts/Humanities Elective	<u>3</u>
Total		16-18

(SPRING) SEMESTER IV

FCS 203	Nutrition	3
CSIS 130	Intro to CIS or	3
CSIS 100	Microcomputer Bus. Apps	3
PSYC 263	Developmental Psych	3
HPER 251	Prevention & Treatment of Athletic Injuries II	3
PHYS 171	Physical Science	3
PHYS 172	Physical Science Lab	<u>2</u>
Total		17

TOTAL PROGRAM CREDITS 66

FOR MORE INFORMATION CONTACT:

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PROGRAM CORE COURSES

HPER 205/250 Basic Prevention and Treatment of Athletic Injuries I

- Discussion of the profession of Athletic Training and the prevention, treatment and rehabilitation of common athletic injuries.
1. Identify the responsibilities of an Athletic Trainer and the Sports Medicine Team.
 - A. Explain the education and regulation of the Athletic Trainer in regards to the National Athletic Trainers' Association and the American Medical Association.
 2. Demonstrate protocols for handling biohazardous waste.
 - A. Practice OSHA safety regulations and wound care.
 3. Translate medical terminology into information lay people can understand.
 4. List the risk factors, mechanisms and signs/symptoms of common athletic injuries.
 5. Locate the anatomical structures that are involved with common athletic injuries.
 - A. Describe the injury and inflammation process.
 6. Summarize the process of primary and secondary survey.
 7. Select the appropriate special test for specific athletic injuries.
 8. Apply tape to prevent and protect athletic injuries.

9. Summarize the prevention and treatment of environmental conditions.
 - A. Differentiate between the levels of heat illness.
10. Plan a prevention program for an athletic team.

HPER 210 Practicum of Athletic Training I

- Designed to give the student exposure to practical experience in the field of Athletic Training. Focus is on evaluation of common athletic injuries.
1. Describes commonly accepted techniques and procedures for evaluation of the common injuries and illnesses that are incurred by athletes and others involved in physical activity (basic evaluation model). This includes the following components:
 - a. Describes active, passive, and resisted range-of-motion testing and differentiates the significance of the findings of each test.
 - b. Explains the role of special tests, testing joint play, and postural examination in injury assessment.
 - c. Explains how to measure resistive range of motion (or strength) of major muscles using manual muscle testing or break tests.
 2. Applies the basic injury model when evaluating (or simulating an evaluation) of an athletic injury. This includes the following components:
 - a. Constructs and phrases appropriate questions to obtain a medical history of an injured or ill individual that includes a previous history and a history of the present injury or illness.
 - b. Visually identifies clinical signs associated with common injuries and illnesses, such as the integrity of the skin and mucous membranes, structural deformities, edema, and discoloration.
 - c. Palpates bony and soft tissue structures to determine normal or pathological tissue(s).
 - d. Demonstrates active, passive, and resisted range-of-motion testing of the toes, foot, ankle, knee, hip, shoulder, elbow, wrist, hand, fingers, and spine.
 - e. Applies appropriate stress tests for ligamentous or capsular instability based on the principles of joint positioning, segmental stabilization, and force.
 - f. Measures the grade of ligamentous laxity during a joint stress test and notes the quality and quantity of end point.
 - g. Applies appropriate and commonly used special test to evaluate athletic injuries to various anatomical areas.
 3. Explains the importance of documentation of assessment findings and results.
 4. Accepts the role of the certified Athletic Trainer as a primary provider of assessment to the injuries and illnesses of athletes and others involved in physical activity.
 5. Appreciates the practical importance of thoroughness in a clinical evaluation, and the systematic approach to acute injury or illness of the secondary survey components of obtaining a history, inspection/observation, palpation, and using special tests.
 6. Values the skills and knowledge necessary to competently assess the injuries and illnesses of athletes and others involved in physical activity.

HPER 211 Practicum of Athletic Training II

- Designed to give the student exposure to practical experience in the field of Athletic Training. Focus is on treatment and rehabilitation of common athletic injuries.
1. Define rehabilitation.
 2. List appropriate rehabilitation exercises for a progressive return to activity.
 3. List the three main phases of tissue healing.
 4. Define, list the effects of, advantages and disadvantages of therapeutic modalities; ice and cold packs, compression and elevation, cryokinetics, whirlpool, hotpacks, paraffin bath, diathermy, ultrasound, and electrical muscle stimulation.
 5. Name at least one indication, contraindication, and precaution for each therapeutic modalities; ice and cold packs, compression and elevation, cryokinetics, whirlpool, hotpacks, paraffin bath, diathermy, ultrasound, and electrical muscle stimulation.
 6. Demonstrate the proper and safe set-up and application of each therapeutic modalities; ice and cold packs, compression and elevation, cryokinetics, whirlpool, hotpacks, ultrasound, and electrical muscle stimulation.
 7. Develop a list of sport-specific/functional activities designed to progress an athlete back to full activity in a particular sport.

HPER 251 Basic Prevention and Treatment of Athletic Injuries II

- Discussion of the profession of Athletic Training and the prevention, treatment and rehabilitation of common athletic injuries.
1. Summarize the prevention and treatment of environmental conditions.
 2. State the common causes and risk factors of athletic injuries.
 3. List the mechanisms, signs and symptoms of common athletic injuries.
 4. Locate the anatomical structures that are involved with common athletic injuries.
 5. Select the appropriate special test for specific athletic injuries.
 6. Apply therapeutic modalities to athletic injuries.
 7. Demonstrate the ability to evaluate common athletic injuries.
 8. Apply tape to prevent and protect athletic injuries.
 9. Plan a prevention program for an athletic team.
 10. Design a rehabilitation program for an athletic injury.

Assessment Methods:

Assessment in the Athletic Training courses is objective and subjective in nature; taking into account both the classroom and 'on-field' performance of the student. Assessments are made through quizzes, exams, written research assignments, discussion and the student's performance in the application of the various learned healthcare concepts.

Section 3: Data – Enrollment and Costs

Enrollment Data

Numbers had to be combined for the Basic Prevention and Treatment of Athletic Injuries I course as it has been referenced as both HPER 205 and HPER 250. The following charts show enrollment data for HPER courses offered from academic years 2000-2001 to 2005-2006.

<u>Headcount/Course/Academic Year</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>TOTALS</u>
HPER 250/205 - Basic Prevent & Treat Athl Injuries	28	8	13	6	12	67
HPER 251 - Basic Prevent & Treatment II	0	7	0	10	0	17
HPER 210 - Practicum of Athletic Training I	6	3	0	7	5	21
HPER 211 - Practicum of Athletic Training II	2	6	0	3	0	11
TOTALS	36	24	13	26	17	116

<u>Generated Hours/Course/Academic Year</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>TOTALS</u>
HPER 250/205 - Basic Prevent & Treat Athl Injuries	84	24	39	18	36	201
HPER 251 - Basic Prevent & Treatment II	0	21	0	30	0	51
HPER 210 - Practicum of Athletic Training I	12	6	0	14	10	42
HPER 211 - Practicum of Athletic Training II	4	12	0	6	0	22
TOTALS	100	63	39	68	46	316

<u>FTE/Course/Academic Year (Generated Hrs/12)</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>TOTALS</u>
HPER 250/205 - Basic Prevent & Treat Athl Injuries	7.0	2.0	3.3	1.5	3.0	16.8
HPER 251 - Basic Prevent & Treatment II	0.0	1.8	0.0	2.5	0.0	4.3
HPER 210 - Practicum of Athletic Training I	1.0	0.5	0.0	1.2	0.8	3.5
HPER 211 - Practicum of Athletic Training II	0.3	1.0	0.0	0.5	0.0	1.8
TOTALS	8.3	5.3	3.3	5.7	3.8	26.3

<u>Headcount/Site-Time/Academic Year</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>TOTALS</u>
Chanute - Day	36	24	13	26	17	116
Chanute - Night	0	0	0	0	0	0
Chanute - Outreach	0	0	0	0	0	0
Ottawa - Day	0	0	0	0	0	0
Ottawa - Night	0	0	0	0	0	0
Ottawa - Outreach	0	0	0	0	0	0
TOTALS	36	24	13	26	17	116

<u>Generated Hours/Site-Time/Academic Year</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>TOTALS</u>
Chanute - Day	100	63	39	68	46	316
Chanute - Night	0	0	0	0	0	0
Chanute - Outreach	0	0	0	0	0	0
Ottawa - Day	0	0	0	0	0	0
Ottawa - Night	0	0	0	0	0	0
Ottawa - Outreach	0	0	0	0	0	0

TOTALS

100 63 39 68 46 316

<u>GRADE/YR</u> <u>HPER 205/250</u>	<u>01-</u> <u>02</u>	<u>02-</u> <u>03</u>	<u>03-</u> <u>04</u>	<u>04-</u> <u>05</u>	<u>05-</u> <u>06</u>	<u>TOTALS</u>
A	11	2	9	4	3	29
B	5	2	3	1	5	16
C	6	1	0	0	2	9
D	1	1	0	0	2	4
F	2	1	0	0	0	3
W	3	1	0	1	0	5
AW	0	0	1	0	0	1
TOTALS	28	8	13	6	12	67

ENROLLMENT	28	8	13	6	12	67
WITHDRAWS (W & AW)	3	1	1	1	0	6
WITHDRAW %	11%	13%	8%	17%	0%	9%

<u>GRADE/YR</u> <u>HPER 251</u>	<u>01-</u> <u>02</u>	<u>02-</u> <u>03</u>	<u>03-</u> <u>04</u>	<u>04-</u> <u>05</u>	<u>05-</u> <u>06</u>	<u>TOTALS</u>
A	0	3	0	3	0	6
B	0	2	0	3	0	5
C	0	1	0	4	0	5
D	0	0	0	0	0	0
F	0	0	0	0	0	0
W	0	0	0	0	0	0
AW	0	1	0	0	0	1
TOTALS	0	7	0	10	0	17

ENROLLMENT	0	7	0	10	0	17
WITHDRAWS (W & AW)	0	1	0	0	0	1
WITHDRAW %	0%	14%	0%	0%	0%	6%

<u>GRADE/YR</u> <u>HPER 210</u>	<u>01-</u> <u>02</u>	<u>02-</u> <u>03</u>	<u>03-</u> <u>04</u>	<u>04-</u> <u>05</u>	<u>05-</u> <u>06</u>	<u>TOTALS</u>
A	6	2	0	7	2	17
B	0	1	0	0	0	1
C	0	0	0	0	1	1
D	0	0	0	0	0	0
F	0	0	0	0	1	1
W	0	0	0	0	1	1
AW	0	0	0	0	0	0
TOTALS	6	3	0	7	5	21

ENROLLMENT	6	3	0	7	5	21
WITHDRAWS (W & AW)	0	0	0	0	1	1
WITHDRAW %	0%	0%	0%	0%	20%	5%

<u>GRADE/YR</u> <u>HPER 211</u>	<u>01-</u> <u>02</u>	<u>02-</u> <u>03</u>	<u>03-</u> <u>04</u>	<u>04-</u> <u>05</u>	<u>05-</u> <u>06</u>	<u>TOTALS</u>
A	2	5	0	2	0	9

B	0	1	0	0	0	1
C	0	0	0	0	0	0
D	0	0	0	0	0	0
F	0	0	0	1	0	1
W	0	0	0	0	0	0
AW	0	0	0	0	0	0
TOTALS	2	6	0	3	0	11

ENROLLMENT	2	6	0	3	0	11
WITHDRAWS (W & AW)	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

To the best of my knowledge, there is not a separate Athletic Training Program budget. The cost for any supplies used in class are absorbed directly by the Athletic Training Department's operating budget.

Section 4: Faculty

The solo instructor for the Athletic Training courses is currently also working with the athletic department as the Head Athletic Trainer/Insurance Specialist for the approximately 250 student athletes.

All of the Athletic Training courses; HPER 210, 211, 250 and 251 are current taught by the Head Athletic Trainer.

The Athletic Trainer is required to stay current with all of the certifications on a regular basis. Timeframes vary depending on the various organizations' requirements. Current certifications include; Bachelor of Science from the University of Kansas, Masters of Science from the University of Nevada, Las Vegas, national medical board Athletic Training certification, state medical board Athletic Training license, National Strength and Conditioning Specialist certification, First Aid, Cardiopulmonary Resuscitation, Automated External Defibrillation and Basic Life Support for the Professional Rescuer.

Section 5: SWOT analysis of program based on above information

Strengths

1. The support from the administration of NCCC over the past few years has been promising as we look to further emphasize this teamwork to continue to favorably project NCCC as a credible institution by combining substantial academics and successful athletic healthcare programs.
2. The Athletic Training Program has developed a new matriculation path towards the Associates of Science degree thus offering another option to our healthcare minded students.
3. The Athletic Training Program has also voluntarily increased the caliber of science classes required for graduation. This protocol further aligns NCCC's

- requirements with those of four year institutions to better facilitate the successful placement prospects of potential transfer students into four year programs.
4. The Athletic Training Program faculty brings a wealth of knowledge and experience as he is dual credentialed; he is an NATA Certified Athletic Trainer licensed by the Kansas State Board of Healing Arts as well as an NSCA Certified Strength and Conditioning Specialist with experience in variety of settings including a private clinic, two NCAA D1 institutions, one NCAA D2 as well as having previously performed the duties of Head Athletic Trainer within the Kansas Jayhawk Community College Conference. He has worked with a variety of clients ranging from occupational patients to international strength competition athletes and most levels in between with extensive private contracts. He was selected to perform a Sports Medicine rotation at the United States Olympic Training Center in Colorado Springs, Colorado this past summer. He continues to privately contract with American and World Strongmen for strength training programs and injury rehabilitation as well as serve in a consultant role to review submitted thesis from Masters Degree candidates at various institutions.

Weaknesses

1. Many of the Athletic Training courses have seen sporadic enrollments or declines in enrollment primarily because of the high turnover rates in the positions of Head Athletic Trainer and not knowing if or what courses would be offered. I feel this is directly due to the 70-80 hour per week workload associated with the athletics side of their employment alone. With the Head Athletic Trainer position being a revolving door, this leads to little recruitment, if any, of potential Athletic Training students as well as marginal attention to maintaining the academic standards and necessary facilities to prepare transfer students effectively.
2. Some of the other HPER courses some institutions require for immediate candidacy have not been offered on a consistent basis either due to insufficient numbers of students interested in taking the course.
3. On some instances, even if there was enough student interest, having the athletic department members, who may or may not be interested in academics, provide instruction in addition to the athletic team demands lends itself to making it difficult each semester to cover all the HPER courses that could be offered.
4. The additional load of the teaching responsibilities adds significantly to the responsibilities the single Athletic Trainer who is required to maintain coverage for all 250 athletes, attempt to recruit students, process insurance claims, coordinate referrals and maintain medical documentation for every student athlete as well as provide instruction and guidance to the non-certified student assistants and undergraduate students alike.
5. There is a general lack of appropriate facilities and faculty for sports medicine education. Given the necessity to schedule the current facilities from times beginning at 6AM through a time slot beginning at 11PM and over the weekends in order to fit all of our varsity athletic team practices in, there are limited windows of opportunity to set aside times for purely academic pursuits.

Opportunities

1. Continued development of the current Athletic Training full time faculty, Athletic Training Room and equipment.
2. Review current syllabi, or create new courses, to better meet the needs of both the transfer student and the four year institution.
3. Continue to strive towards greater corporate and community interaction through developing educational clinics and sports medicine seminars.
4. Significant nationwide and broadening international employment market once candidates complete the ATEP and have passed the medical board exam.

Threats

1. Adequate funding at a smaller, public institution is always a concern.
2. The limited faculty restricts faculty access to the students due to extensive workloads and not being able to interact as much as is needed.
3. The limited size, availability, diversity and condition of the NCCC athletic facilities are a constant threat to the success of the Athletic Training Program.

Justification/Recommendations for Program

The Athletic Training Program at NCCC should be retained, maintained and improved for the following reasons:

1. Students interested in careers in athletics, coaching and some level of healthcare have historically proven to provide a significant source of income for the college by virtually guaranteeing a significant percentage of students on campus regardless of community trends.
2. Athletic Training offers a distinct opportunity for personal development in both individual achievement and team interaction concepts all while refining a sense of discipline and time management.
3. The Athletic Training Program can become a viable and dependable fiscal option through potential enrollment growth through an improvement of faculty to student ratio and facility improvement thus offering a beneficial experience students want to enroll and participate in.
4. The Athletic Training Program supports consistent enrollment in the general education courses.
5. The Athletic Training Program is exploring the growth of community interaction to further increase the reputation and success of the program.
6. Past students participating the Athletic Training Program have been accepted numerous four year institutions. Athletic Training students have been accepted at Emporia State University, Missouri State University and the University of Tulsa. A current Athletic Training student is working towards being placed at the University of Kansas. These schools are Commission on Accreditation of Athletic Training Education (CAATE) approved Athletic Training Education Programs (ATEP) that will lead them towards their ATC credential. Students opting to explore other fields of study have been accepted at Pittsburg State University and Wichita State University.

7. Athletics have grown significantly in the community, region and within the Jayhawk Conference over the past 5 years helping to provide an immediate impact and recognition to our Athletic Training students.

Additional efforts required to maintain or strengthen the Athletic Training Program:

1. New facilities offering dedicated Athletic Training venues and activities to allow for both academic instruction and participation in skill assessment simultaneously.
2. Additional faculty to ensure that there is an appropriate workload, given the dual responsibility of academics and athletic service, to provide the education and attention our students deserve.
3. In order to obtain, and more importantly retain faculty, make the compensation similar to the other associate degree healthcare instruction on campus. Nursing has their specialized facilities with up to date equipment and they are more subjective in their placement faculty pay scale even though they do not work with live patients on a daily basis.
4. Explore joint educational experiences with the local and regional healthcare providers to expose our students to various healthcare professions and workplace settings; hospital, emergency room, private clinics, surgery observation, etc.

Recommendations for resources if diminished or removed.

Attempt to combine resources with another healthcare provider; preferably the New Century Orthopedics and Sports Medicine group in Pittsburg. This is the current orthopedic provider for NCCC Sports Medicine and has been exceptionally helpful in taking care of our student athletes. Logistically there would be numerous legal and liability issues to be overcome before significant discussions could take place.