



Board of Trustees  
15 Estabrooke Drive  
Orono, ME 04469

Tel: 207-581-5844  
Fax: 207-581-9212  
[www.maine.edu](http://www.maine.edu)

February 14, 2020

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Clerk of the Board *Ellen N. Doughty*

RE: **February 24, 2020 - Academic & Student Affairs Committee Meeting**

The University of Maine

University of Maine  
at Augusta

University of Maine  
at Farmington

University of Maine  
at Fort Kent

University of Maine  
at Machias

University of Maine  
at Presque Isle

University of  
Southern Maine

The Academic & Student Affairs Committee will meet from **11:00 am to 1:55 pm on February 24, 2020.** The meetings will be held at the University of Maine System Executive Offices in the Rudman Conference Room, 253 Estabrooke Hall, 15 Estabrooke Drive in Orono. The following Polycom sites will also be available:

- UMA – Room 125, Robinson Hall
- UMF – Executive Conference Room 103, Merrill Hall
- UMFK – Alumni Conference Room, Nadeau Hall
- UMM – RM 203, Powers Hall
- UMPI – Executive Conference Room, Preble Hall
- USM – Room 423/424, Glickman Library

Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be provided at the UMS and USM locations. The meeting materials will be posted to the Diligent Board Portal as well as the Board of Trustees website (<http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/>).

In addition, a separate Diligent Book named “Individual Tenure Packets” has been created to provide supplemental information for Trustees wishing to view the full tenure packets of candidates.

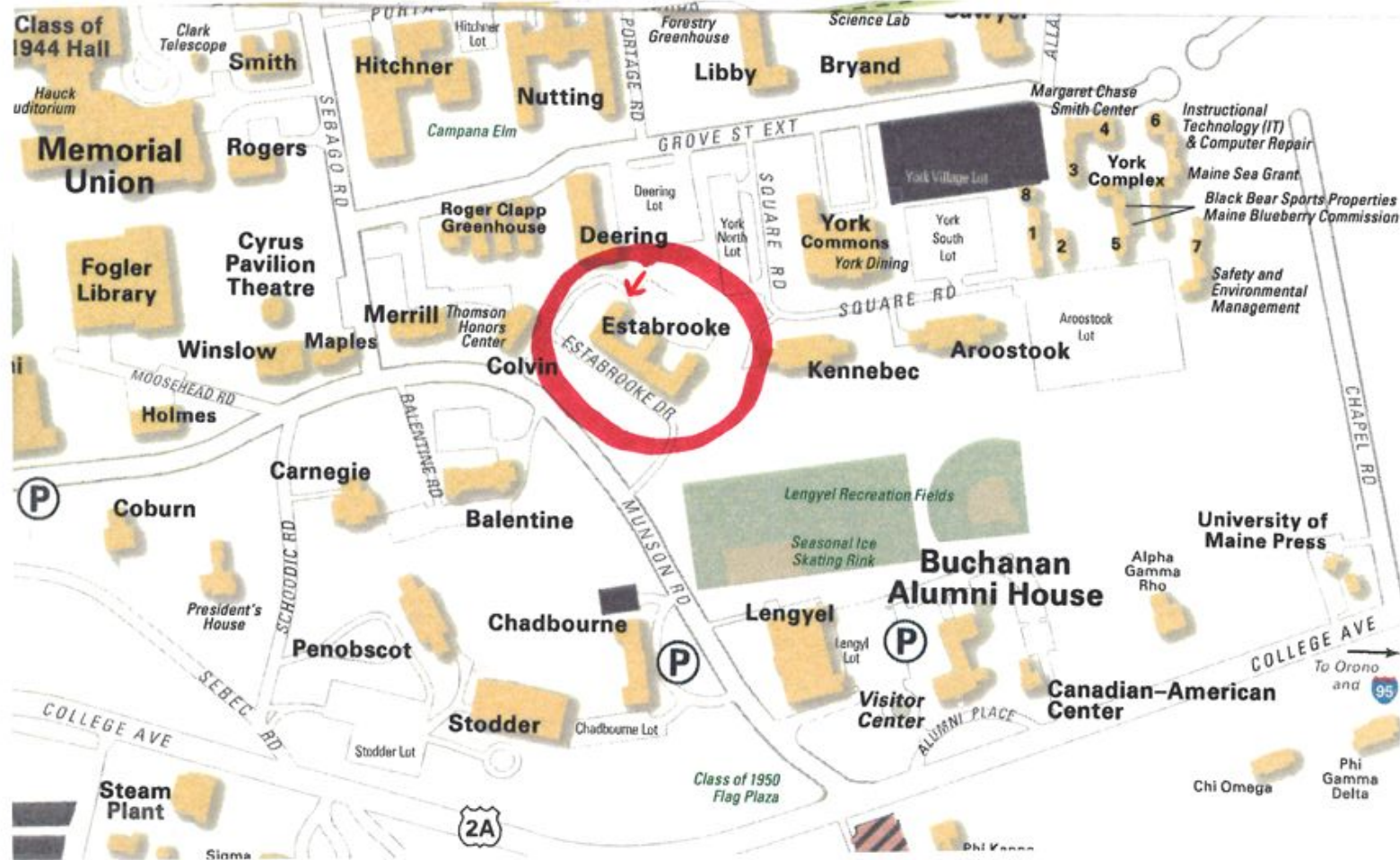
If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840. If you have any questions or desire additional information about the agenda items, please call Robert Placido at 581-5843.

cc: Chancellor, Dannel Malloy  
Board of Trustees  
Faculty & Student Representatives  
Presidents  
System Staff

# University of Maine System

15 Estabrooke Drive, Orono

**Rudman Conference Room**  
253 Estabrooke Hall, 2<sup>nd</sup> Floor  
15 Estabrooke Drive, Orono



## Directions to the UMS located on the UMaine Campus

**From the South on I-95:** take exit 191 to Kelly Road and turn right. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

**From the North on I-95:** take exit 191 to Kelly Road and turn left. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

The UMS is located on the 2<sup>nd</sup> floor of Estabrooke Hall. Enter Estabrooke Hall from the back of the building, the entrance closes to Deering Hall.

**Board of Trustees  
Academic and Student Affairs Committee  
February 24, 2020  
University of Maine System Office  
253 Estabrooke Hall, Orono – Chair Attending at Portland**

11:00-11:05am

**Tab 1**                      [Academic Program Proposal:  
UM Masters of Science in Athletic Training](#)

11:05-11:20am

**Tab 2**                      [Data Governance Program](#)

11:20-11:25am

**Tab 3**                      [Faculty Representative Discussion](#)

11:25-11:30am

**Tab 4**                      [Student Representative Discussion](#)

11:30-11:40am

Take a brief break for lunch

11:40am-1:45pm            **Executive Session** (With the Human Resources & Labor Relations Committee)

Following the Executive Session, the Committee will reconvene the Public Meeting to take action on the following items:

1:45-1:50pm

**Tab 5**                      [Tenure at time of hire Associate Professor of Economics, USM](#)

1:50-1:55pm

**Tab 6**                      [UMS 2020 Tenure Nominations](#)

Action items are noted in **red**.

*Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.*



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: MS in Athletic Training
2. **INITIATED BY:** James R. Erwin, Chair Pro tem
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:**  
305.1 Program Approval, Review &  
Elimination Procedures
5. **BACKGROUND:**

The University of Maine (UM) is seeking permission to offer a Master of Science in Athletic Training (MSAT). This is a collaborative program between UM, The University of Southern Maine (USM), and University of Maine at Presque Isle (UMPI). USM and UMPI have already received Board approval to move forward with their programs. As described in the included proposal from UM, the MSAT is designed to meet new standards in accreditation and changes in the field of Athletic Training.

The proposal was reviewed at all appropriate faculty and administrative levels at UM, USM, and UMPI and was reviewed and subsequently recommended by the Chief Academic Officers Council. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UM MSAT on February 11, 2020.

### 6. **TEXT OF PROPOSED RESOLUTION**

That the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for approval at the Board of Trustees meeting on March 15-16, 2020.

That the Board of Trustees approves the recommendation of the Academic and Student Affairs Committee and authorizes the creation of a collaborative Master of Science in Athletic Training for the University of Maine.



Vice Chancellor for  
Academic Affairs  
15 Estabrooke Drive  
Orono, ME 04469  
  
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[www.maine.edu](http://www.maine.edu)

Date: February 11, 2020  
  
To: Dannel Malloy, Chancellor  
University of Maine System (UMS)  
  
From: Dr. Robert Placido, VCAA

The University of Maine

Regarding: UM Academic Program Proposal: M.S. in Athletic Training

University of Maine  
at Augusta

University of Maine  
at Farmington

University of Maine  
at Fort Kent

University of Maine  
at Machias

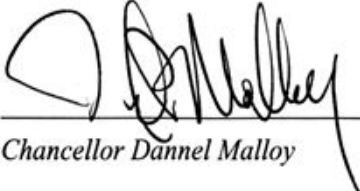
University of Maine  
at Presque isle

University of  
Southern Maine

Please find the attached program proposal from the University of Maine (UM) to offer a M.S. in Athletic Training (MSAT). The attached material includes letters of support from President Joan Ferrini-Mundy and Interim Executive Vice President for Academic Affairs & Provost Faye Gilbert, as well as the full program proposal. This is a collaborative program between UM, the University of Southern Maine (USM), and the University of Maine at Presque Isle (UMPI).

The proposed USM and UMPI collaboration in MSAT was reviewed and recommended by the Chief Academic Officers Council (CAOC), VCAA and subsequently approved by you and the Board of Trustees. The CAOC reviewed and recommended the additional UM proposal on January 16 2020. I am pleased to also recommend this collaborative program for your approval.

| I approve | I do not approve for the reasons listed below | Additional information needed for a decision | Action              |
|-----------|---|--|---------------------|
| ✓         |   |  | Approval of UM MSAT |

  
Chancellor Dannel Malloy

2.11.20  
Date


Office of the Executive Vice President  
for Academic Affairs & Provost



5703 Alumni Hall, Suite 201  
Orono, Maine 04469-5703  
Tel: 207.581.1547  
Fax: 207.581.1633  
umaine.edu

February 11, 2020

TO: Robert Placido, Interim Vice Chancellor for Academic Affairs

FROM: Faye W. Gilbert, Interim Executive Vice President for Academic Affairs & Provost 

RE: Master of Science in Athletic Training Collaborative Proposal - clarifications

CC: Joan Ferrini-Mundy, President  
Mary Gresham, Dean, College of Education and Human Development  
Kody Varahramyan, Vice President for Research and Dean of the Graduate School  
Scott G. Delcourt, Associate Vice President for Graduate Studies and Sr. Associate Dean

On behalf of the University of Maine, attached please find the collaborative proposal to create a Master of Science in Athletic Training to transition from the current Bachelor of Science in Athletic Training.

This proposal contains the clarifications requested in your memo dated January 16, 2020 and discussed at the subsequent meeting with faculty.

Our understanding is the proposal will be reviewed at the February 24, 2020 BOT Academic and Student Affairs subcommittee.

Please let me know if additional information is needed or if you have any questions.





# MASTER OF SCIENCE IN ATHLETIC TRAINING

University of Maine System Program Proposal

University of Southern Maine  
University of Maine at Presque Isle  
University of Maine

November, 2019

# PROGRAM PROPOSAL:

## MASTER OF SCIENCE IN ATHLETIC TRAINING

### PROGRAM OBJECTIVES

#### RATIONALE

The purpose of this document is to present a proposal for the transition of a Bachelor of Science in Athletic Training (BSAT) to a Master of Science in Athletic Training (MSAT) with distance learning opportunities at the University of Maine at Presque Isle (UMPI). The University of Southern Maine (USM) and the University of Maine (UMaine) currently provide accredited athletic training education to their students in the form of a BSAT. Recently however, a consortium of athletic training governing bodies proposed and approved a policy that all athletic training education programs move to the master's level. The Commission on Accreditation of Athletic Training Education (CAATE), a member of this athletic training alliance, published the *2020 Standards for Accreditation of Professional Athletic Training Programs (Appendix A)* that now requires all professional programs be provided at the master's level to be eligible for accreditation.

Standard 20: Professional programs result in the granting of master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.

To continue athletic training education, USM and the UMaine must comply with the standards put forth by the CAATE, its accrediting agency. Therefore, this proposal outlines a collaboration between USM, UMaine, and UMPI that will provide the framework for transitioning USM and UMaine's programs into collaborative master's degrees in athletic training. To maintain athletic training offerings at UMPI, they will be established as an accredited program site.

#### PROGRAM GOALS & OUTCOMES

Consistent with our current Mission Statements, the UMaine, UMPI, and USM Athletic Training programs will share the following goals and objectives to best prepare students for their professional careers. They are developed based on these two primary goals: 1) that the student will attain a master's degree, and 2) that the student will be eligible for certification in athletic training. These goals and objectives are required by CAATE and must be assessed and reported annually (*Appendix A, Standards 2, 3, and 4*).

1. Students will be prepared for certification and employment upon graduation.
  - o All students successfully completing the program will be eligible for the BOC exam.
  - o Students will be gainfully employed or enrolled in an advanced academic program in athletic training or a related field.
2. Students will be active and contributing members of their communities.
  - o Students will engage with the athletic training and local communities.



3. The programs will provide high quality athletic training education.
  - o Contemporary didactic and laboratory education will be delivered by qualified faculty.
  - o This education will be evidence-based and provide up to date best practice knowledge and skills for the students.
  - o Clinical education will include diverse settings and experiences, supervised by trained preceptors with a variety of expertise.
  - o The programs will include interprofessional practice and education that will focus on collaboration and improving health outcomes.
  - o Students and faculty will engage in scholarship and creative activity.
4. The programs will cultivate professional behaviors and a culture of inquiry.
  - o The programs will provide students with skills and foundational behaviors to successfully transition to practice.
  - o Students will exemplify life-long learning by maintaining certification and seeking additional credentials and/or specialty certifications.

#### EVIDENCE OF PROGRAM NEED

Athletic trainers (AT) are certified medical professionals who specialize in the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions (<https://www.nata.org/about/athletic-training>). ATs are traditionally found in the sports medicine setting, providing care for individuals participating in all levels of athletics. However, as access to qualified health professionals grows increasingly challenging, the practice setting of ATs has expanded to accommodate the growing demand. Current practice settings now include military, public safety, performing arts, and occupational health. In addition, physician practices, and hospital and clinic settings hire ATs to assist in patient care. National, regional, and state employment data predict a growing need for ATs in healthcare settings. Furthermore, growth and change analyses within the profession were conducted by the CAATE to determine that moving to an advanced degree would ensure better healthcare as well as the viability of athletic training.

Based on these data and mandate from the CAATE, Athletic Training programs in the University of Maine System are seeking to transition from a Bachelor's degree program to the Master's degree level. There are currently three Bachelor's degree programs in the University of Maine System (UMS), UMPI, USM, and UMaine. UMPI has completed the teach-out process and has formally withdrawn their CAATE accreditation. USM, UMPI, and UMaine are collaborating to make this transition by creating common core courses that are transferable between Universities. Having collaborative, but unique programs will allow students in the UMS to share a larger and more professionally diverse faculty, facilities, professional clinical experiences with expert preceptors, and a diversity of cultural experiences.

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#### ACCREDITATION REQUIREMENTS

As an American Medical Association (AMA) recognized health care provider, the athletic training profession requires its academic programs to receive and maintain accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Maintaining accreditation through the CAATE is compulsory for all athletic training programs as accreditation is required in order to be eligible for

recognition as an Athletic Trainer through the profession's Board of Certification (BOC). BOC certification and graduation from a CAATE accredited program qualifies individuals for licensure as an athletic training practitioner through the state of Maine's Department of Professional and Financial Regulation's Office of Professional and Occupational Regulation. This allows the Athletic Trainer to legally work as a healthcare professional in the state(s) he/she becomes licensed.

The University of Southern Maine (USM) has offered an undergraduate major in Athletic Training since 1997. The current Bachelor of Science in Athletic Training (BSAT) successfully received its initial five-year programmatic accreditation in 2002, a subsequent 10 year reaccreditation in 2007, and its current five-year reaccreditation status through the CAATE in 2017.

The University of Maine offered an internship-driven program from 1965 to 2004. Under the tutelage of nationally renowned athletic trainer, Wesley Jordan, the program attracted students from across the nation. This trend continues today as the program's Bachelor of Science in Athletic Training gained its initial CAATE accreditation in 2005, a 10 year re-accreditation in 2010, and is pursuing one more undergraduate re-accreditation in 2020-2021.

The CAATE mandate to move all athletic training programs to the master's level and UMS directive to create a collaborative program provides an opportunity for both programs to share and clarify their respective strengths as they seek to pursue this new degree and integrated delivery model. The decision to move to an entry-level graduate degree is on par with similar allied healthcare professions with which Athletic Training benchmarks itself, such as Physical Therapy, Occupational Therapy, and Physician Assistant. USM and UMaine currently offers graduate degrees in healthcare professions such as Occupational Therapy and Nursing, providing opportunities for interprofessional education and collaboration. Given the current state of higher education and healthcare, transitioning Athletic Training education to the Master's level is essential to ensure that future Athletic Trainers are able to meet the expectations of evolving healthcare teams, to improve patient outcomes, and to keep the future of the profession sustainable.

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#### STATUS OF GRADUATE PROGRAMS IN ATHLETIC TRAINING

Currently, there are 138 CAATE-accredited athletic training programs nationwide at the professional master's level, or that are seeking to transition from the baccalaureate level to the master's level. In New England there are only eight institutions that sponsor a CAATE accredited entry-level master's program athletic training programs or are seeking to transition from the baccalaureate level to the master's level (University of New England, Plymouth State University, Sacred Heart University, Boston University, Bridgewater State College, Merrimack College, University of Vermont, Castleton University). The University of New England is the only institution in the State of Maine which currently offers a CAATE accredited entry-level master's program in athletic training (<https://caate.net/search-for-accredited-program/>, accessed 9/7/2018). As stated earlier, there are three undergraduate athletic training degree programs in the University of Maine System, USM, UMPI, and UMaine. Although UMPI is transitioning out of athletic training education, they will continue to offer pre-healthcare education. USM and UMaine are seeking graduate programming and through collaboration of all three universities, Maine will effectively and efficiently provide a highly diverse athletic training education to their students.

## Enrollment Figures

### Total Enrollment Figures for USM's BSAT – Fall Semester

| 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|
| 82   | 81   | 88   | 77   |

([https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Academic\\_Plan\\_Fall\\_2018.pdf](https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Academic_Plan_Fall_2018.pdf))

### Fall Five Year New Student Enrollment Figures (Freshmen and Transfer) for USM's BSAT

| 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|
| 24   | 28   | 21   | 28   | 25   |

([https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Adm\\_by\\_Plan\\_Undergrad\\_Fall\\_2018.pdf](https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Adm_by_Plan_Undergrad_Fall_2018.pdf))

The Department of Exercise, Health, and Sport Sciences (EHSS) recently conducted an internal survey to determine the percentage of the Department's Health Science and Exercise Science students (the two other baccalaureate degrees offered by EHSS) who would be interested in enrolling in a Master's degree program and, subsequently, the percentage of those students who would be interested in pursuing an MSAT specifically. Out of a response rate of 29%, 17% of the respondents stated they would pursue a MSAT at USM. Given that the total number of graduates in both Exercise Science and Health Science during the past three years has averaged 75 students per year, it is reasonable to assume that approximately 10 to 12 students per year who are already enrolled at USM would consider enrolling in the MSAT program. These potential students would be in addition to those students external to USM who would be recruited to enroll in the program.

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## ENROLLMENT PROJECTIONS

The USM athletic training program will be teaching-out the undergraduate athletic training program while simultaneously matriculating graduate level students. Due to this, the following enrollment projections include both AT undergraduate and graduate data. USM has an internally approved 3+2 option for students declaring the Health Science Major with the Pre-Athletic Training Track (Appendix B). This option will launch in Fall of 2020. Our enrollment projections do not include the undergraduate Health Science track. Based on communications with Nancy Griffin, USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

USM UG Enrollment Projections

| Academic Year | Students Graduating | Attrition* | Total UG Enrollment |                 |
|---------------|---------------------|------------|---------------------|-----------------|
| 2019-2020     |                     |            | 80                  | 4 UG cohorts    |
| 2020-21       | 13                  | 12         | 55                  | 3 UG cohorts    |
| 2021-22       | 13                  | 12         | 30                  | 2 UG cohorts    |
| 2022-23       | 13                  | 4          | 13                  | final UG cohort |

\*Assumption is that typically 8 sophomores and 4 juniors leave the program each year.

Total USM AT Program Enrollment Projection (Grad and UG)

| Academic Year | AT Undergraduate Enrollment | Newly Enrolled Graduate | Cumulative Graduate | Cumulative Graduate and Undergraduate |
|---------------|-----------------------------|-------------------------|---------------------|---------------------------------------|
| 2020-21       | 55                          | 10                      | 10                  | 65                                    |
| 2021-22       | 30                          | 14                      | 24                  | 54                                    |
| 2022-23       | 13                          | 18                      | 32                  | 45                                    |
| 2023-24       | 0                           | 20                      | 38                  | 38                                    |
| 2024-25       | 0                           | 20                      | 40                  | 40                                    |

UMaine Enrollment Projections

The UMaine athletic training program will be simultaneously teaching-out the undergraduate level athletic training program while introducing the undergraduate concentration in Exercise Science - Athletic Training that will lead into the graduate program (as part of a 3-2 program). Teach out data has not been included as there is a high degree of variability in year-to-year enrollment numbers between transfers and changes of major (both into and out of the undergraduate program) that lead to difficulty creating an appropriate projection algorithm. It is expected that a degree of stability will develop with enrollment numbers in the 3-2 program, and while there will likely be some attrition into other Exercise Science concentrations throughout the program, the projected numbers should be relatively stable moving through the undergraduate aspect into the graduate program. The enrollment

projections include both undergraduate and graduate data for the 3-2 programming, based on communications with the University of Maine Special Assistant to the Executive Vice President for Academic Affairs and Provost and Dean of the College of Education and Human Development offices.

| Academic Year | AT Undergraduate Enrollment | Newly Enrolled Graduate | Cumulative Graduate | Cumulative Graduate and Undergraduate |
|---------------|-----------------------------|-------------------------|---------------------|---------------------------------------|
| 2022-23       | 12                          | 0                       | 0                   | 12                                    |
| 2023-24       | 24                          | 0                       | 0                   | 24                                    |
| 2024-25       | 36                          | 0                       | 0                   | 36                                    |
| 2024-25       | 36                          | 12                      | 12                  | 48                                    |
| 2025-26       | 36                          | 12                      | 24                  | 60                                    |
| 2026-2027     | 36                          | 12                      | 24                  | 60                                    |

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#### NATIONAL EMPLOYMENT DATA

The Bureau of Labor Statistics estimates that jobs for athletic trainers in the United States will grow 23% between 2016 and 2026, a rate that far exceeds the Bureau's definition of average growth rate (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, accessed 1/30/2019). Thus, it comes as no surprise that an additional 6,300 athletic training jobs will be added to the profession by 2026. As noted by the Bureau, the demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older populations remain active (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 9/7/2018). Furthermore, a 2014 Health Occupations Report published by the Maine Department of Labor reported that the national employment of Athletic Trainers is expected to grow 30% by the year 2020. (<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). In both projections, the growth rate for athletic training outpaces the projected growth rate for other healthcare practitioners (12%) and for all other occupations (7%), as reported by the Bureau.

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#### REGIONAL EMPLOYMENT DATA

From 2016 to 2026, the number of Athletic Training jobs in the states of Connecticut, Massachusetts, Rhode Island, Vermont, and New Hampshire is projected to increase by 18%, resulting in approximately 160 to 630 new positions per state. (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 1/30/2019).

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## MAINE EMPLOYMENT DATA

The State of Maine has been consistent with the regional employment data trend as Maine has increased the number of Athletic Training positions by 18% from 2004 to 2014. The Maine Department of Labor expects a 19% growth in Athletic Training positions within Maine by 2020, which, as noted by the Department, is well above the 6 % growth expected for all occupations statewide.

(<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). Furthermore, according to the *Maine Department of Labor: Workforce Outlook 2012-2022*, there are 101,000 jobs (17%) in healthcare and social assistance in the State of Maine which makes these professions the largest employing sectors in the state. Additionally, from 2008 to 2012, healthcare and social assistance added 2,300 jobs and is expected to add 13,100 additional jobs through 2022 in the following areas: healthcare practitioner and technician, healthcare support, community and social service, and office and administrative support occupations.

([https://www.maine.gov/labor/cwri/publications/pdf/Maine\\_Workforce\\_Outlook\\_2012\\_to\\_2022.pdf](https://www.maine.gov/labor/cwri/publications/pdf/Maine_Workforce_Outlook_2012_to_2022.pdf), accessed 1/30/2019).

## PROGRAM CONTENT

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### PREREQUISITES & ENTRY INTO THE PROGRAM

#### Program Entry

The MSAT proposed programs have two proposed methods of entry:

- 3+2 accelerated pathway
  - Students from USM, UMPI, and UMaine completing prerequisite courses may apply to the MSAT programs in the fall of their third year. Upon acceptance, a student would begin taking graduate level courses in their fourth year. The student would be eligible to complete their bachelor's degree and MSAT in 5 years. The accelerated 3+2 pathway will be available at UMPI after a memorandum of understanding is established. The Health Science- Pre -Athletic Training Track has been reviewed and approved by the Department of Exercise Health and Sport Science as an option for USM students and by the School of Kinesiology, Physical Education, and Athletic Training as an option for UMaine students to complete the accelerated pathway (See Appendices B and C for USM, UMaine, and UMPI 3 + 2 programs)
- Traditional graduate admittance
  - Students with the recommended prerequisites could apply to either USM or UMaine MSAT programs after completing an undergraduate degree.

Program prerequisite core courses were established to ensure foundational knowledge upon entry into the MSAT program and to align with the CAATE 2020 Standards (Appendix A).

- Biology- 1 semester with lab (minimum 3 credits)
- Chemistry- 1 semester (minimum 3 credits)
- Physics- 1 semester with lab (minimum 3 credits)



- Psychology- 1 semester (minimum 3 credits)
- Anatomy and Physiology 1&2- 2 semesters of Anatomy and Physiology with labs or 1 semester of human anatomy with lab and 1 semester of human physiology with a lab (minimum 6 credits)
  - UMaine equivalent (7 credits total) = BIO 335 Human Anatomy (4 credits) + BIO 377 Medical Physiology (3 credits)
- Statistics- 1 semester (minimum 3 credits)
- Biomechanics, Pathomechanics or Kinesiology- 1 semester (minimum 3 credits)
- Exercise Physiology - 1 semester (minimum 3 credits)
- Nutrition- 1 semester (minimum 3 credits)

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#### PROGRAM OFFERING

As a new graduate level program, faculty of USM, UMPI, and UMaine have designed CAATE-compliant course offerings that are intended to complement the unique needs of Maine Athletic Training students while utilizing the strengths of each program. Both USM and UMaine programs carry core courses that prepare Athletic Training students for BOC examination success and entry-level knowledge and skills. UMaine's courses are presented in face-to-face courses and online courses. As the leading research institution in the state, UMaine's MSAT offers a thesis option. For those interested in clinical application, a non-thesis option is also provided. (Appendix C for programs)

Besides the thesis option, differences between USM and UMaine programs are related to the contemporary expertise of the faculty. The 2020 CAATE Standard 42 requires faculty develop and report distinct areas of athletic training expertise through continuing education (Appendix A). Other areas of differentiation include placement of clinical experiences. The programs provide several similar sites (high schools, physical therapy clinics, small colleges, and hospitals). However, UMaine, as an NCAA Division 1 university, provides a unique experience to the graduate students. In this setting alone, the student will have access to 8-10 preceptors. Finally, UMaine Athletic Training partners with Integra and Cianbro allowing graduate students to develop knowledge and experience in occupational medicine.

Course offerings are similar between the two programs as CAATE Standards 54-94 are required for accreditation. Introductory level course contents are similar (i.e. Introduction to Athletic Training/Foundations in Athletic Training, Human Anatomy, and Acute Care). Course content and mode of delivery becomes different as the student progresses. UMaine's MSAT non-introductory courses will follow a modular approach that is patient-centered. For instance, instead of offering a stand alone administration course, UMaine will incorporate this curricula across several courses including Clinical Experiences courses, Patient Evaluation courses, and Therapeutic Intervention courses. The following is a listing of new courses per program. See Appendix C as well.

USM's new course offerings include:

- Foundations of Athletic Training (1 cr.)
- Prevention of Injury and Illness (1 cr.)
- Acute Care (3 cr.)
- Acute Care Simulation Lab (1 cr.)

- Human Anatomy (2 cr.)
- Examination and Diagnosis I (4 cr.)
- Examination and Diagnosis II (4 cr.)
- Health Promotion and Human Performance I (4 cr.)
- Health Promotion and Human Performance II (4 cr.)
- Evaluation and Treatment of General Medical Conditions (4 cr.)
- Therapeutic Interventions I (4 cr.)
- Therapeutic Interventions II (4 cr.)
- Pharmacology (2 cr.)
- Research and Statistics (3 cr.)
- Health Care Administration (2 cr.)
- Administration and Leadership (2 cr.)
- BOC Examination Preparation (1 cr.)
- Athletic Training Capstone (3 cr.)
- Transition to Practice (2 cr.)
- Clinical Experience I (2 cr.)
- Clinical Experience II (2 cr.)
- Immersive Clinical (4 cr.)
- Clinical Experience III (3 cr.)

UMaine's new course offerings include:

- Foundations Athletic Training (1 cr.)
- Human Anatomy (2 cr.)
- Differential Diagnoses 1 (2 cr.)
- Acute Care 1 (3 cr.)
- Acute Care 2 (3 cr.)
- Research Methods 1 (3 cr.)
- Research Methods 2 (3 cr.)
- Intro to Clinical Experiences (1 cr.)
- Current Studies in Sports Medicine (3 cr.)
- Clinical Experience 1 (KPE 427 Capstone Experience) 3 cr.
- Clinical Experience 2 (3 cr.)
- Clinical Experience 3 Immersion (3 cr.)
- Clinical Experience 4 (3 cr.)
- Clinical Experience 5 (3 cr.)
- Patient Evaluation 1 (3 cr.)
- Patient Evaluation 2 (3 cr.)
- Patient Evaluation 3 (3 cr.)
- Therapeutic Intervention 1 (cr. 3)
- Therapeutic Intervention 2 (3 cr.)
- Athletic Training Seminar (1 cr.)
- Thesis (3 cr.)
- or
- Graduate Capstone Option (3 cr.)

Additionally, UMaine's Athletic Training faculty are exploring interprofessional education opportunities with Nursing, Communication Sciences and Disorders, Medical Laboratory Sciences, and Social Work.

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#### RESEARCH & EVIDENCE BASED PRACTICE

Students in the USM MSAT will be required to engage in scholarly or creative activity that is meaningful to the profession of athletic training. This scholarship may be in the form of original research, systematic reviews, critically appraised topics, case analysis, or other publishable work. Students will enroll in a credit bearing Capstone course to complete the research and evidence-based practice requirement.

Students in the UMaine MSAT will be engaged carry on the land grant mission by completing scholarly work. The student will choose between a thesis option and a nonthesis option. All students will perform service learning projects that will benefit the local communities as well as the profession of athletic training.

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#### CLINICAL EXPERIENCE

Athletic Training students must have a series of clinical experiences that are increasingly complex and incorporate progressive autonomous patient care. Clinical education may include Athletic Training clinical experiences and simulation. Athletic training clinical experience involves direct patient care guided by a preceptor who is a certified and licensed athletic trainer or a physician; while, supplemental clinical experiences may be supervised by other healthcare providers or simulation and standardized patient interactions. All students within the MSAT must have clinical practice opportunities with varied patient populations including: patients across the lifespan, different sexes, diverse socioeconomic statuses, varying levels of activity and athletic ability, and patients who participate in non-sport activities. In addition, students must have at least one immersive clinical experience.

USM, UMPI, and UMaine have existing clinical affiliation agreements and trained preceptors that will be able to support graduate level clinical education (Appendix D). This sharing of clinical experiences among the institutions allows athletic training students to have a greater and deeper variety of experiences. In addition, high fidelity simulation laboratories are present on each of the respective campuses, in which USM and UMPI have been granted access to utilize for high fidelity simulation experiences.

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#### IMPACT ON EXISTING PROGRAMS

##### **University of Southern Maine**

The USM Athletic Training program will accept its last undergraduate cohort in the Fall of 2019 with an anticipated graduation of May, 2023. The first graduate cohort will be accepted in the Summer of 2020 with an anticipated graduation of May, 2022. There will be a three year overlap in programs to complete the teach-out for the undergraduate degree program and initiate the MSAT. The program (UG and Grad) will need to meet accreditation requirements in order to maintain good standing with the CAATE. During this overlap, the Athletic Training program will need a minimum of two core faculty

to support the undergraduate program and two core faculty to support the graduate program. These faculty are represented in the personnel and financial consideration sections of this proposal.

We anticipate that the addition of a pre-athletic training track to the Health Science and Exercise Science degrees may result in a slight increase in enrollment once the undergraduate Athletic Training program no longer admits students. These undergraduate programs may serve as an alternative major for high school seniors seeking an Athletic Training degree while also acting as a pathway into the MSAT. USM offers all prerequisite courses and both the Health Science and Exercise Science programs can be adjusted to accommodate these additional courses.

**University of Maine at Presque Isle**

UMPI has completed their teach-out phase and graduates their final athletic training cohort in Spring 2019. Their Exercise Science degree with a concentration in Pre-Health will serve as a pathway for students to enter either MSAT program. All proposed prerequisites are currently offered at UMPI.

**University of Maine**

The University of Maine will accept its last athletic training undergraduate cohort in the fall of 2021 with an anticipated graduation date of 2025. The first graduate cohort would be accepted in the summer of 2022 with an anticipated graduation date of May 2027. Similar to USM’s timeline, there will be a three year overlap between the BSAT and the MSAT programs. The undergraduate program will be in the teach-out phase and will require two core faculty to maintain the curriculum and to meet CAATE standards. The graduate program will also need two core faculty to support the new curriculum.

TIMELINES

The timelines below illustrate the overlap in teaching-out the undergraduate programs while simultaneously initiating the graduate programs. From the Fall of 2020 to the Spring of 2023, USM’s Athletic Training program must support both undergraduate and graduate level degree programs. From 2021 - 2024, UMaine’s Athletic Training program must do the same. The CAATE requires that there be a minimum of two core Athletic Training faculty for each degree level. This necessitates that a minimum of four Athletic Training faculty be employed during the overlapping years.

USM TIMELINE

|                    | 2019-2020              | 2020-2021              | 2021-2022                   | 2022-2023                 | 2023-2024                 |
|--------------------|------------------------|------------------------|-----------------------------|---------------------------|---------------------------|
| UG CLASS OF 2023   | FINAL UG COHORT BEGINS | UG YEAR 2              | UG YEAR 3                   | FINAL UG COHORT GRADUATES |                           |
| GRAD CLASS OF 2022 |                        | 1ST GRAD COHORT BEGINS | FIRST GRAD COHORT GRADUATES |                           |                           |
| GRAD CLASS OF 2023 |                        |                        | 2ND GRAD COHORT BEGINS      | 2ND GRAD COHORT GRADUATES |                           |
| GRAD CLASS OF      |                        |                        |                             | 3RD GRAD COHORT BEGINS    | 3RD GRAD COHORT GRADUATES |

|       |              |                                 |                                  |                                 |                                      |
|-------|--------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------------|
| 2024  |              |                                 |                                  |                                 |                                      |
| NOTES | 4 UG COHORTS | 3 UG COHORTS, 1 GRADUATE COHORT | 2 UG COHORTS, 2 GRADUATE COHORTS | 1 UG COHORT, 2 GRADUATE COHORTS | 2 GRADUATE COHORTS (INCLUDES GRAD 4) |

UMAINE TIMELINE

|                    | 2021-2022              | 2022-2023                     | 2023-2024                      | 2024-2025                     | 2025-2026                           |
|--------------------|------------------------|-------------------------------|--------------------------------|-------------------------------|-------------------------------------|
| UG Class of 2025   | Final UG Cohort Begins | UG Year 2                     | UG Year 3                      | Final UG Cohort Graduates     |                                     |
| Grad Class of 2022 |                        | 1st Grad Cohort Begins        | 1st Grad Cohort Graduates      |                               |                                     |
|                    |                        |                               | 2nd Grad Cohort Begins         | 2nd Grad Cohort Graduates     |                                     |
|                    |                        |                               |                                | 3rd Grad Cohort Begins        | 3rd Grad Cohort Graduates           |
| Notes              | 4 UG Cohorts           | 3 UG Cohorts<br>1 Grad Cohort | 2 UG Cohorts<br>2 Grad Cohorts | 1 UG Cohort<br>2 Grad Cohorts | 2 Grad Cohorts<br>(includes Grad 4) |

## PROGRAM RESOURCES

### PERSONNEL

#### **University of Southern Maine**

##### Core Athletic Training Faculty

Dominique M. Ross, PhD, ATC

Noel Neptune, MEd, ATC

Meredith Madden, EdD, ATC\*

##### Associated Faculty

Brian Toy, PhD, ATC

Chris Scott, PhD

Jeff Murphy, PhD

Shay Daily, PhD

Jay Graves, PhD

#### **University of Maine at Presque Isle**

Barbara Blackstone, MS, ATC

Aaron Marston, MS, ATC

#### **University of Maine**

##### Core Faculty

Christopher Nightingale, EdD, ATC

Sherrie Weeks EdS, MEd, ATC

Kazuhiko Yanagi, MA, ATC

##### Associated Faculty

Robert Lehnhard, PhD

Sarah Stewart, DO

Richard Young, MEd, ATC

Ryan Taylor, MEd, ATC

Paul Culina, MEd, ATC

Curriculum Vitae of faculty are included in Appendix E

\*Meredith Madden is currently on a 1-year fixed length position within the BSAT Program for academic year 2019-2020.

At the launch of the graduate program, there will be three years in which USM's and UMaine's programs have both undergraduate and graduate level Athletic Training programs offered simultaneously. The CAATE requires that transitioning programs have a teach-out plan for the undergraduate level. The program must be compliant with CAATE 2012 Professional Standards for Accredited Athletic Training Programs Standard 30, requiring a minimum of one dedicated full time Athletic Training faculty member in addition to the Program Director at the undergraduate level. No later than 2023, the CAATE will require 3 core faculty exists within each degree level (Standard 41, Appendix A). To support this transition and the health of the graduate program, USM and UMaine request an additional tenure-track faculty line each. USM envisions that the fixed-length position may



dissolve upon the complete teach-out of the undergraduate program. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program.

#### USM Faculty:

- Existing positions
  - Program Director: Full-Time Tenure Track
  - Clinical Coordinator: Full-Time Lecturer
  - Faculty: Fixed Length Lecturer (2018-19 Academic Year)
  
- New positions
  - Faculty: Full-Time Lecturer (Fall 2020- Spring 2023 to support teach-out)
  - Faculty: Full-Time Tenure Track

#### UMaine Faculty:

- Existing positions
  - Program Director : Full-Time Instructor
  - Clinical Coordinator: Full-Time Lecturer
  - Faculty: Full-Time Tenure Track
- New Positions
  - Faculty: Full-Time Lecturer (Fall 2020-Spring 2024 to support teach-out)
  - Faculty: Full-Time Tenure Track

#### UMPI Faculty to support distance learning:

- Site Coordinator at the University of Maine at Presque Isle: Full- Time Clinical Lecturer

#### Administrative Support

- Existing positions
  - UMaine Administrative Assistant: Full Time
- New positions
  - USM Administrative Assistant: Full time

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#### LIBRARY ACQUISITIONS

The University of Maine System Library currently has the resources to support the MSAT program.

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#### EQUIPMENT

USM, UMPI, and UMaine have existing undergraduate Athletic Training programs that are supplied with the necessary modalities to meet the CAATE accreditation requirements. USM is requesting additional equipment to support relocating and graduate research within human movement, concussion, and injury prevention. A comprehensive list of the equipment will be detailed under the “financial considerations” section.

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#### FACILITIES & SPACE REQUIREMENT

USM intends on moving the physical location of the Athletic Training Program from the Costello Sports Complex on the Gorham campus to the Science and Technology Building on the Portland campus. This move supports the growing space needs of the Department, provides opportunities to develop teaching and research laboratories, and is easily accessible to commuting students. Additionally, relocating will promote interprofessional education with graduate Nursing, provide a recognizable city location to recruit potential students, and establish space for students and faculty to conduct research.

Interprofessional education has become a standard in Athletic Training and in other health professions. The creation of a shared space for graduate Athletic Training and Nursing will provide a place to facilitate teamwork and collaborative problem solving, promote communication among healthcare providers, develop an understanding of professional scope, and encourage a patient centered approach to medicine. Students in the MSAT will attend the first summer session in a face-to-face format where they can utilize the high fidelity simulation lab to develop and improve acute care and general medical skills. The education laboratory space will have the resources of an Athletic Training clinic for students to learn and practice evaluation, diagnosis, rehabilitation, and preventative care skills. Remote learning technology will allow the skills taught within this space to be shown at distance learning sites. All sites will have laboratory experiences instructed by a faculty member. Finally, the research laboratory will support students in completing clinically applicable, scholarly, capstone projects. This laboratory space will be designed to support inquiry related to human movement, concussion, and injury prevention. Additionally, faculty teaching within the MSAT at USM in- Portland and UMPI will need dedicated office space to meet with students and complete administrative responsibilities. A space will also need to be allocated for an administrative assistant to support the athletic training program and interprofessional education.

The allocated space in Portland requires renovation, furniture and equipment updates. These projected expenses are provided under “financial considerations”. UMPI currently has existing facilities and equipment to support an accredited Athletic Training program, but will need to be equipped with appropriate technology.

Prior to moving to the Portland location, the Athletic Training program will need:

- Educational lab space
- Research lab space
- 4 Faculty offices
- 1 staff office
- Available classroom space

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COOPERATING PROGRAMS

University of Southern Maine

- Health Science
- Exercise Science
- Occupational Therapy
- Nursing

University of Maine at Presque Isle

- Exercise Science
- Nursing
- Social Work

University of Maine

- Exercise Science
- Nursing
- Communication and Science Disorders
- Social Work

**FINANCIAL CONSIDERATIONS**

REVENUE PROJECTIONS

Revenue is based on enrollment projections of athletic training students at the Bachelor’s level and enrollment of MSAT graduate students. Projections do not include students matriculating in the 3+2 Health Science- Pre Athletic Training option

**University of Southern Maine Revenue Projections**

| AY 2020-2021         |    |                                    |             |
|----------------------|----|------------------------------------|-------------|
| <b>Undergraduate</b> |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 45 | In-State                           | \$ 271.00   |
| Spring               | 45 | Out of State                       | \$ 713.00   |
| Summer               | 3  | RSP/ Canadian                      | \$ 434.00   |
| Total                | 93 |                                    |             |
| Student Count        |    | Total Revenue Undergraduate        |             |
| IS                   | 41 | \$ 1,780,020.00                    |             |
| OS                   | 7  |                                    |             |
| RSP/Can              | 7  |                                    |             |
| Total                | 55 |                                    |             |
| <b>Graduate</b>      |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 12 | In-State                           | \$ 407.00   |
| Spring               | 12 | Out of State                       | \$ 1,100.00 |
| Summer               | 6  | NEBHE/Canadian                     | \$ 651.00   |
| Total                | 30 |                                    |             |
| Student Count        |    | Total Revenue Graduate             |             |
| IS                   | 8  | \$ 150,210.00                      |             |
| OS                   | 1  | <b>Total Program Revenue 20-21</b> |             |
| NEBHE/Can            | 1  | \$ 1,930,230.00                    |             |
| Total                | 10 |                                    |             |

| AY 2021-2022         |    |                                    |             |
|----------------------|----|------------------------------------|-------------|
| <b>Undergraduate</b> |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 30 | In-State                           | \$ 271.00   |
| Spring               | 30 | Out of State                       | \$ 713.00   |
| Summer               | 3  | RSP/ Canadian                      | \$ 434.00   |
| Total                | 63 |                                    |             |
| Student Count        |    | Total Revenue Undergraduate        |             |
| IS                   | 23 | \$ 654,381.00                      |             |
| OS                   | 4  |                                    |             |
| RSP/Can              | 3  |                                    |             |
| Total                | 30 |                                    |             |
| <b>Graduate</b>      |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 24 | In-State                           | \$ 407.00   |
| Spring               | 24 | Out of State                       | \$ 1,100.00 |
| Summer               | 12 | NEBHE/Canadian                     | \$ 651.00   |
| Total                | 60 |                                    |             |
| Student Count        |    | Total Revenue Graduate             |             |
| IS                   | 18 | \$ 754,740.00                      |             |
| OS                   | 3  | <b>Total Program Revenue 20-21</b> |             |
| NEBHE/Can            | 3  | \$ 1,409,121.00                    |             |
| Total                | 24 |                                    |             |

| AY 2022-2023         |    |                                    |             |
|----------------------|----|------------------------------------|-------------|
| <b>Undergraduate</b> |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 15 | In-State                           | \$ 271.00   |
| Spring               | 15 | Out of State                       | \$ 713.00   |
| Summer               | 0  | RSP/ Canadian                      | \$ 434.00   |
| Total                | 30 |                                    |             |
| Student Count        |    | Total Revenue Undergraduate        |             |
| IS                   | 10 | \$ 137,100.00                      |             |
| OS                   | 2  |                                    |             |
| RSP/Can              | 1  |                                    |             |
| Total                | 13 |                                    |             |
| <b>Graduate</b>      |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 24 | In-State                           | \$ 407.00   |
| Spring               | 24 | Out of State                       | \$ 1,100.00 |
| Summer               | 12 | NEBHE/Canadian                     | \$ 651.00   |
| Total                | 60 |                                    |             |
| Student Count        |    | Total Revenue Graduate             |             |
| IS                   | 24 | \$ 1,006,320.00                    |             |
| OS                   | 4  | <b>Total Program Revenue 20-21</b> |             |
| NEBHE/Can            | 4  | <b>\$ 1,143,420.00</b>             |             |
| Total                | 32 |                                    |             |

| AY 2023-2024         |    |                                    |             |
|----------------------|----|------------------------------------|-------------|
| <b>Undergraduate</b> |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 0  | In-State                           | \$ 271.00   |
| Spring               | 0  | Out of State                       | \$ 713.00   |
| Summer               | 0  | RSP/ Canadian                      | \$ 434.00   |
| Total                | 0  |                                    |             |
| Student Count        |    | Total Revenue Undergraduate        |             |
| IS                   | 0  | \$ -                               |             |
| OS                   |    |                                    |             |
| RSP/Can              |    |                                    |             |
| Total                | 0  |                                    |             |
| <b>Graduate</b>      |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 24 | In-State                           | \$ 407.00   |
| Spring               | 24 | Out of State                       | \$ 1,100.00 |
| Summer               | 12 | NEBHE/Canadian                     | \$ 651.00   |
| Total                | 60 |                                    |             |
| Student Count        |    | Total Revenue Graduate             |             |
| IS                   | 30 | \$ 1,152,840.00                    |             |
| OS                   | 4  | <b>Total Program Revenue 20-21</b> |             |
| NEBHE/Can            | 4  | <b>\$ 1,152,840.00</b>             |             |
| Total                | 38 |                                    |             |

| AY 2024-2025         |    |                                    |             |
|----------------------|----|------------------------------------|-------------|
| <b>Undergraduate</b> |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 0  | In-State                           | \$ 271.00   |
| Spring               | 0  | Out of State                       | \$ 713.00   |
| Summer               | 0  | RSP/ Canadian                      | \$ 434.00   |
| Total                | 0  |                                    |             |
| Student Count        |    | Total Revenue Undergraduate        |             |
| IS                   | 0  | \$ -                               |             |
| OS                   |    |                                    |             |
| RSP/Can              |    |                                    |             |
| Total                | 0  |                                    |             |
| <b>Graduate</b>      |    |                                    |             |
| Total Credit Hours   |    | Tuition Rate Per Credit Hour       |             |
| Fall                 | 24 | In-State                           | \$ 407.00   |
| Spring               | 24 | Out of State                       | \$ 1,100.00 |
| Summer               | 12 | NEBHE/Canadian                     | \$ 651.00   |
| Total                | 60 |                                    |             |
| Student Count        |    | Total Revenue Graduate             |             |
| IS                   | 32 | \$ 1,201,680.00                    |             |
| OS                   | 4  | <b>Total Program Revenue 20-21</b> |             |
| NEBHE/Can            | 4  | <b>\$ 1,201,680.00</b>             |             |
| Total                | 40 |                                    |             |

**University of Maine Revenue rojections**

| AY 2022-23                         |               |      |         |               |      |           | 796,290.00 |
|------------------------------------|---------------|------|---------|---------------|------|-----------|------------|
| Fall 2022                          |               | Stds | Crđ Hrs | Total Crđ Hrs | Rate |           |            |
| Cohort 1 In-state                  | Undergraduate | 7    | 14      | 98            | 300  | 29,400.00 |            |
| Cohort 1 Out-state                 | Undergraduate | 5    | 14      | 70            | 977  | 68,390.00 |            |
| 2021-2022 Admit In-state (Year 2)  | Undergradaute | 5    | 16      | 98            | 300  | 29,400.00 |            |
| 2021-2022 Admit Out-state (Year 2) | Undergradaute | 4    | 16      | 70            | 977  | 68,390.00 |            |
| 2020-2021 Admit In-state (Year 3)  | Undergradaute | 4    | 17      | 98            | 300  | 29,400.00 |            |
| 2020-2021 Admit Out-state (Year 3) | Undergradaute | 3    | 17      | 70            | 977  | 68,390.00 |            |
| 2019-2020 Admit In-state (Year 4)  | Undergradaute | 3    | 15      | 98            | 300  | 29,400.00 |            |
| 2019-2020 Admit Out-state (Year 4) | Undergradaute | 2    | 15      | 70            | 977  | 68,390.00 |            |
| Spring 2023                        |               |      |         |               |      |           |            |
| Cohort 1 In-state                  | Undergraduate | 7    | 16      | 112           | 300  | 33,600.00 |            |
| Cohort 1 Out-state                 | Undergraduate | 5    | 16      | 80            | 977  | 78,160.00 |            |
| 2021-2022 In-state Admit (Year 2)  | Undergraduate | 5    | 16      | 98            | 300  | 29,400.00 |            |
| 2021-2022 Admit Out-state (Year 2) | Undergraduate | 4    | 16      | 70            | 977  | 68,390.00 |            |
| 2020-2021 In-state Admit (Year 3)  | Undergraduate | 4    | 14      | 98            | 300  | 29,400.00 |            |
| 2020-2021 Admit Out-state (Year 3) | Undergraduate | 3    | 14      | 70            | 977  | 68,390.00 |            |
| 2019-2020 In-state Admit (Year 4)  | Undergraduate | 3    | 12      | 98            | 300  | 29,400.00 |            |
| 2019-2020 Admit Out-state (Year 4) | Undergraduate | 2    | 12      | 70            | 977  | 68,390.00 |            |
| AY 2023-24                         |               |      |         |               |      |           | 810,260.00 |
| Fall 2023                          |               | Stds | Crđ Hrs | Total Crđ Hrs | Rate |           |            |
| Cohort 1 In-state                  | Undergraduate | 7    | 16      | 112           | 300  | 33,600.00 |            |
| Cohort 1 Out-state                 | Undergraduate | 5    | 16      | 80            | 977  | 78,160.00 |            |
| Cohort 2 In-state                  | Undergraduate | 7    | 14      | 98            | 300  | 29,400.00 |            |
| Cohort 2 Out-state                 | Undergraduate | 5    | 14      | 70            | 977  | 68,390.00 |            |
| 2021-2022 Admit In-state (Year 3)  | Undergraduate | 4    | 17      | 98            | 300  | 29,400.00 |            |
| 2021-2022 Admit Out-state (Year 3) | Undergraduate | 3    | 17      | 70            | 977  | 68,390.00 |            |
| 2020-2021 Admit In-state (Year 4)  | Undergraduate | 3    | 15      | 98            | 300  | 29,400.00 |            |
| 2020-2021 Admit Out-state (Year 4) | Undergraduate | 2    | 15      | 70            | 977  | 68,390.00 |            |
| Spring 2024                        |               |      |         |               |      |           |            |
| Cohort 1 In-state                  | Undergraduate | 7    | 14      | 98            | 300  | 29,400.00 |            |
| Cohort 1 Out-state                 | Undergraduate | 5    | 14      | 70            | 977  | 68,390.00 |            |
| Cohort 2 In-state                  | Undergraduate | 7    | 16      | 112           | 300  | 33,600.00 |            |
| Cohort 2 Out-state                 | Undergraduate | 5    | 16      | 80            | 977  | 78,160.00 |            |
| 2021-2022 Admit In-state (Year 3)  | Undergraduate | 4    | 14      | 98            | 300  | 29,400.00 |            |
| 2021-2022 Admit Out-state (Year 3) | Undergraduate | 3    | 14      | 70            | 977  | 68,390.00 |            |
| 2020-2021 Admit In-state (Year 4)  | Undergraduate | 3    | 12      | 98            | 300  | 29,400.00 |            |
| 2020-2021 Admit Out-state (Year 4) | Undergraduate | 2    | 12      | 70            | 977  | 68,390.00 |            |
| AY 2024-25                         |               |      |         |               |      |           | 887,095.00 |



| Fall 2024                          |               | Stds        | Crđ Hrs        | Total Crđ Hrs        | Rate        |                   |
|------------------------------------|---------------|-------------|----------------|----------------------|-------------|-------------------|
| Cohort 1 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 1 Out-state                 | Undergraduate | 5           | 16             | 80                   | 977         | 78,160.00         |
| Cohort 2 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 2 Out-state                 | Undergraduate | 5           | 16             | 80                   | 977         | 78,160.00         |
| Cohort 3 In-state                  | Undergraduate | 7           | 14             | 98                   | 300         | 29,400.00         |
| Cohort 3 Out-state                 | Undergraduate | 5           | 14             | 70                   | 977         | 68,390.00         |
| 2021-2022 Admit In-state (Year 4)  | Undergraduate | 3           | 15             | 98                   | 300         | 29,400.00         |
| 2021-2022 Admit Out-state (Year 4) | Undergraduate | 2           | 15             | 70                   | 977         | 68,390.00         |
| <b>Spring 2025</b>                 |               |             |                |                      |             |                   |
| Cohort 1 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 1 Out-state                 | Undergraduate | 5           | 16             | 80                   | 977         | 78,160.00         |
| Cohort 2 In-state                  | Undergraduate | 7           | 14             | 98                   | 300         | 29,400.00         |
| Cohort 2 Out-state                 | Undergraduate | 5           | 14             | 70                   | 977         | 68,390.00         |
| Cohort 3 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 3 Out-state                 | Undergraduate | 5           | 16             | 80                   | 977         | 78,160.00         |
| 2021-2022 Admit In-state (Year 4)  | Undergraduate | 3           | 12             | 98                   | 300         | 29,400.00         |
| 2021-2022 Admit Out-state (Year 4) | Undergraduate | 2           | 12             | 70                   | 977         | 68,390.00         |
| <b>Summer 2025</b>                 |               |             |                |                      |             |                   |
| Cohort 1 In-state                  | Undergraduate | 7           | 7              | 49                   | 300         | 14,700.00         |
| Cohort 1 Out-state                 | Undergraduate | 5           | 7              | 35                   | 977         | 34,195.00         |
| <b>AY 2025-26</b>                  |               |             |                |                      |             | <b>878,725.00</b> |
| <b>Fall 2025</b>                   |               | <b>Stds</b> | <b>Crđ Hrs</b> | <b>Total Crđ Hrs</b> | <b>Rate</b> |                   |
| Cohort 1 In-state                  | Undergraduate | 7           | 10             | 70                   | 300         | 21,000.00         |
| Cohort 1 Out-state                 | Undergraduate | 5           | 10             | 50                   | 977         | 48,850.00         |
| Cohort 2 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 2 Out-state                 | Undergraduate | 5           | 16             | 80                   | 977         | 78,160.00         |
| Cohort 3 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 3 Out-state                 | Undergraduate | 5           | 15             | 75                   | 977         | 73,275.00         |
| Cohort 4 In-state                  | Undergraduate | 7           | 14             | 98                   | 300         | 29,400.00         |
| Cohort 4 Out-state                 | Undergraduate | 5           | 14             | 70                   | 977         | 68,390.00         |
| <b>Winter 2025/26</b>              |               |             |                |                      |             |                   |
| Cohort 1 In-state                  | Undergraduate | 7           | 1              | 7                    | 300         | 2,100.00          |
| Cohort 1 Out-state                 | Undergraduate | 5           | 1              | 5                    | 977         | 4,885.00          |
| <b>Spring 2026</b>                 |               |             |                |                      |             |                   |
| Cohort 1 In-state                  | Undergraduate | 7           | 12             | 84                   | 300         | 25,200.00         |
| Cohort 1 Out-state                 | Undergraduate | 5           | 12             | 60                   | 977         | 58,620.00         |
| Cohort 2 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |
| Cohort 2 Out-state                 | Undergraduate | 5           | 16             | 80                   | 977         | 78,160.00         |
| Cohort 3 In-state                  | Undergraduate | 7           | 14             | 98                   | 300         | 29,400.00         |
| Cohort 3 Out-state                 | Undergraduate | 5           | 14             | 70                   | 977         | 68,390.00         |
| Cohort 4 In-state                  | Undergraduate | 7           | 16             | 112                  | 300         | 33,600.00         |

|                       |               |   |             |                |                      |              |
|-----------------------|---------------|---|-------------|----------------|----------------------|--------------|
| Cohort 4 Out-state    | Undergraduate | 5 | 16          | 80             | 977                  | 78,160.00    |
| <b>Summer 2026</b>    |               |   |             |                |                      |              |
| Cohort 1 In-state     | Graduate      | 7 | 3           | 21             | 450                  | 9,450.00     |
| Cohort 1 Out-state    | Graduate      | 5 | 3           | 15             | 1466                 | 21,990.00    |
| Cohort 2 In-state     | Undergraduate | 7 | 7           | 49             | 300                  | 14,700.00    |
| Cohort 2 Out-state    | Undergraduate | 5 | 7           | 35             | 977                  | 34,195.00    |
| <b>AY 2026-27</b>     |               |   |             |                |                      | 1,082,730.00 |
| <b>Fall 2026</b>      |               |   | <b>Stds</b> | <b>Crd Hrs</b> | <b>Total Crd Hrs</b> | <b>Rate</b>  |
| Cohort 1 In-state     | Graduate      | 7 | 12          | 84             | 450                  | 37,800.00    |
| Cohort 1 Out-state    | Graduate      | 5 | 12          | 60             | 1466                 | 87,960.00    |
| Cohort 2 In-state     | Undergraduate | 7 | 10          | 70             | 300                  | 21,000.00    |
| Cohort 2 Out-state    | Undergraduate | 5 | 10          | 50             | 977                  | 48,850.00    |
| Cohort 3 In-state     | Undergraduate | 7 | 16          | 112            | 300                  | 33,600.00    |
| Cohort 3 Out-state    | Undergraduate | 5 | 16          | 80             | 977                  | 78,160.00    |
| Cohort 4 In-state     | Undergraduate | 7 | 16          | 112            | 300                  | 33,600.00    |
| Cohort 4 Out-state    | Undergraduate | 5 | 16          | 80             | 977                  | 78,160.00    |
| Cohort 5 In-state     | Undergraduate | 7 | 14          | 98             | 300                  | 29,400.00    |
| Cohort 5 Out-state    | Undergraduate | 5 | 14          | 70             | 977                  | 68,390.00    |
| <b>Winter 2026/27</b> |               |   |             |                |                      |              |
| Cohort 2 In-state     | Undergraduate | 7 | 1           | 7              | 300                  | 2,100.00     |
| Cohort 2 Out-state    | Undergraduate | 5 | 1           | 5              | 977                  | 4,885.00     |
| <b>Spring 2027</b>    |               |   |             |                |                      |              |
| Cohort 1 In-state     | Graduate      | 7 | 7           | 49             | 450                  | 22,050.00    |
| Cohort 1 Out-state    | Graduate      | 5 | 7           | 35             | 1466                 | 51,310.00    |
| Cohort 2 In-state     | Undergraduate | 7 | 12          | 84             | 300                  | 25,200.00    |
| Cohort 2 Out-state    | Undergraduate | 5 | 12          | 60             | 977                  | 58,620.00    |
| Cohort 3 In-state     | Undergraduate | 7 | 16          | 112            | 300                  | 33,600.00    |
| Cohort 3 Out-state    | Undergraduate | 5 | 16          | 80             | 977                  | 78,160.00    |
| Cohort 4 In-state     | Undergraduate | 7 | 14          | 98             | 300                  | 29,400.00    |
| Cohort 4 Out-state    | Undergraduate | 5 | 14          | 70             | 977                  | 68,390.00    |
| Cohort 5 In-state     | Undergraduate | 7 | 16          | 112            | 300                  | 33,600.00    |
| Cohort 5 Out-state    | Undergraduate | 5 | 16          | 80             | 977                  | 78,160.00    |
| <b>Summer 2027</b>    |               |   |             |                |                      |              |
| Cohort 2 In-state     | Graduate      | 7 | 3           | 21             | 450                  | 9,450.00     |
| Cohort 2 Out-state    | Graduate      | 5 | 3           | 15             | 1466                 | 21,990.00    |
| Cohort 3 In-state     | Undergraduate | 7 | 7           | 49             | 300                  | 14,700.00    |
| Cohort 3 Out-state    | Undergraduate | 5 | 7           | 35             | 977                  | 34,195.00    |
|                       |               |   |             |                |                      | 1,082,730.00 |

|                    |               |  |      |         |               |      | AY        |
|--------------------|---------------|--|------|---------|---------------|------|-----------|
| AY 2027-2028       |               |  |      |         |               |      |           |
| Fall 2027          |               |  |      |         |               |      |           |
|                    |               |  | Stds | Crd Hrs | Total Crd Hrs | Rate |           |
| Cohort 2 In-state  | Graduate      |  | 7    | 12      | 84            | 450  | 37,800.00 |
| Cohort 2 Out-state | Graduate      |  | 5    | 12      | 60            | 1466 | 87,960.00 |
| Cohort 3 In-state  | Undergraduate |  | 7    | 10      | 70            | 300  | 21,000.00 |
| Cohort 3 Out-state | Undergraduate |  | 5    | 10      | 50            | 977  | 48,850.00 |
| Cohort 4 In-state  | Undergraduate |  | 7    | 16      | 112           | 300  | 33,600.00 |
| Cohort 4 Out-state | Undergraduate |  | 5    | 16      | 80            | 977  | 78,160.00 |
| Cohort 5 In-state  | Undergraduate |  | 7    | 16      | 112           | 300  | 33,600.00 |
| Cohort 5 Out-state | Undergraduate |  | 5    | 16      | 80            | 977  | 78,160.00 |
| Cohort 6 In-state  | Undergraduate |  | 7    | 14      | 98            | 300  | 29,400.00 |
| Cohort 6 Out-state | Undergraduate |  | 5    | 14      | 70            | 977  | 68,390.00 |
| Winter 2027/28     |               |  |      |         |               |      |           |
| Cohort 3 In-state  | Undergraduate |  | 7    | 1       | 7             | 300  | 2,100.00  |
| Cohort 3 Out-state | Undergraduate |  | 5    | 1       | 5             | 977  | 4,885.00  |
| Spring 2028        |               |  |      |         |               |      |           |
| Cohort 2 In-state  | Graduate      |  | 7    | 7       | 49            | 450  | 22,050.00 |
| Cohort 2 Out-state | Graduate      |  | 5    | 7       | 35            | 1466 | 51,310.00 |
| Cohort 3 In-state  | Undergraduate |  | 7    | 12      | 84            | 300  | 25,200.00 |
| Cohort 3 Out-state | Undergraduate |  | 5    | 12      | 60            | 977  | 58,620.00 |
| Cohort 4 In-state  | Undergraduate |  | 7    | 16      | 112           | 300  | 33,600.00 |
| Cohort 4 Out-state | Undergraduate |  | 5    | 16      | 80            | 977  | 78,160.00 |
| Cohort 5 In-state  | Undergraduate |  | 7    | 14      | 98            | 300  | 29,400.00 |
| Cohort 5 Out-state | Undergraduate |  | 5    | 14      | 70            | 977  | 68,390.00 |
| Cohort 6 In-state  | Undergraduate |  | 7    | 16      | 112           | 300  | 33,600.00 |
| Cohort 6 Out-state | Undergraduate |  | 5    | 16      | 80            | 977  | 78,160.00 |
| Summer 2028        |               |  |      |         |               |      |           |
| Cohort 3 In-state  | Graduate      |  | 7    | 3       | 21            | 450  | 9,450.00  |
| Cohort 3 Out-state | Graduate      |  | 5    | 3       | 15            | 1466 | 21,990.00 |
| Cohort 4 In-state  | Undergraduate |  | 7    | 7       | 49            | 300  | 14,700.00 |
| Cohort 4 Out-state | Undergraduate |  | 5    | 7       | 35            | 977  | 34,195.00 |

PERSONNEL COSTS UNIVERSITY OF SOUTHERN MAINE

| Personnel Cost                        | Salary       | Benefits     | Total         |
|---------------------------------------|--------------|--------------|---------------|
| FT Tenure 1 (Program Direc            | \$ 65,000.00 | \$ 34,450.00 | \$ 99,450.00  |
| FT Tenure 2                           | \$ 60,000.00 | \$ 31,800.00 | \$ 91,800.00  |
| Lecturer 1                            | \$ 50,000.00 | \$ 26,500.00 | \$ 76,500.00  |
| Lecturer 2                            | \$ 55,000.00 | \$ 29,150.00 | \$ 84,150.00  |
| Site Coordinator 1                    | \$ 55,000.00 | \$ 29,150.00 | \$ 84,150.00  |
| Administrative                        | \$ 35,000.00 | \$ 18,550.00 | \$ 53,550.00  |
|                                       |              |              |               |
|                                       |              |              |               |
| Total (2020-2023)                     |              |              | \$ 528,600.00 |
| Total (2023-2025)                     |              |              | \$ 452,100.00 |
|                                       |              |              |               |
| PD Summer Stipend (1/9th salary)      |              |              | \$7,000       |
| CEC Summer Stipend (1/9th salary)     |              |              | \$6,000       |
| PD Admin Stipend Academic Yr          |              |              | \$6,000       |
| Summer Teaching Stipends (18 credits) |              |              | \$20,000      |
| Total                                 |              |              | \$39,000      |

As previously mentioned, the USM Athletic Training Program currently has 3 core faculty (represented as FT Tenure 1, Lecturer 1, and Lecturer 2). We are requesting a new tenure-track faculty position (FT Tenure 2) to support the graduate program. Presently, the CAATE requires 2 dedicated faculty at each degree level. In 2023, the CAATE will increase the requirement to 3 core faculty at each degree level. We envision that a fixed-length lecture position may dissolve upon the complete teach-out of the undergraduate program, this is reflected in the outlined budget. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program. Finally, the Athletic Training Program will be moving to the Portland Campus and is seeking administrative assistant support.

OPERATIONAL BUDGET FOR MSAT PROGRAM

| Operational Budget             |              |
|--------------------------------|--------------|
| Faculty License, Credentialing | \$3,700.00   |
| Student Clinical Supplies      | \$3,000.00   |
| Accreditation Fees             | \$10,000.00  |
| Professional Development       | \$8,750.00   |
| ePortfolio System              | \$5,000.00   |
| Travel & Meals (In-State)      | \$3,000.00   |
| Equipment Calibration &        | \$1,500.00   |
| Lab & Educational Supplies     | \$10,000.00  |
| Office Supplies                | \$500.00     |
| Software                       | \$10,000.00  |
| BOC Approved Provider          | \$250.00     |
| Event/ Symposium               | \$500.00     |
| Special Events                 | \$500.00     |
| Facilities and Admin Cost to   | \$250,000.00 |
| Total                          | \$306,700.00 |

PROGRAM EXPENSES AND REVENUE UNIVERSITY OF SOUTHERN MAINE

| <b>Expenses</b> |                      |                  |                 |
|-----------------|----------------------|------------------|-----------------|
|                 | <b>Operational</b>   | <b>Personnel</b> | <b>Total</b>    |
| 20-21           | \$ 306,700.00        | \$ 528,600.00    | \$ 835,300.00   |
| 21-22           | \$ 306,700.00        | \$ 528,600.00    | \$ 835,300.00   |
| 22-23           | \$ 306,700.00        | \$ 528,600.00    | \$ 835,300.00   |
| 23-24           | \$ 306,700.00        | \$ 452,100.00    | \$ 758,800.00   |
| 24-25           | \$ 306,700.00        | \$ 452,100.00    | \$ 758,800.00   |
| <b>Revenue</b>  |                      |                  |                 |
|                 | <b>Undergraduate</b> | <b>Graduate</b>  | <b>Total</b>    |
| 20-21           | \$ 1,780,020.00      | \$ 150,210.00    | \$ 1,930,230.00 |
| 21-22           | \$ 654,381.00        | \$ 754,740.00    | \$ 1,409,121.00 |
| 22-23           | \$ 137,100.00        | \$ 1,006,320.00  | \$ 1,143,420.00 |
| 23-24           | \$ -                 | \$ 1,152,840.00  | \$ 1,152,840.00 |
| 24-25           | \$ -                 | \$ 1,201,680.00  | \$ 1,201,680.00 |
| <b>AY</b>       | <b>Net</b>           |                  |                 |
| 20-21           | \$ 1,094,930.00      |                  |                 |
| 21-22           | \$ 573,821.00        |                  |                 |
| 22-23           | \$ 308,120.00        |                  |                 |
| 23-24           | \$ 394,040.00        |                  |                 |
| 24-25           | \$ 442,880.00        |                  |                 |

ADDITIONAL START-UP COSTS UNIVERSITY OF SOUTHERN MAINE

| <b>Portland Space Needs</b> | <b>Cost</b>          |
|-----------------------------|----------------------|
| Taping Station              | \$ 6,000.00          |
| Treatment Tables            | \$ 24,000.00         |
| Classroom Furniture         | \$ 7,000.00          |
| Whirlpool                   | \$ 6,600.00          |
| Rolling Stools              | \$ 2,000.00          |
| Ice Machine                 | \$ 6,200.00          |
| High-low adjustable table   | \$ 6,000.00          |
| Treadmill                   | \$ 5,500.00          |
| Plyobox Set                 | \$ 400.00            |
| Skeletons                   | \$ 2,600.00          |
| DARI Human Movement         | \$ 60,000.00         |
| PolyCom                     | \$ 50,000.00         |
| <b>Total</b>                | <b>\$ 176,300.00</b> |

The MSAT workgroup was invited by the CAOC to submit a full Program Innovation Fund Proposal to assist in funding the MSAT initiative. We requested funding to support a multi-campus collaboration along with many of the equipment requests for the MSAT (Appendix F).

**Personnel and Operational Costs for UMaine**

| <b>Personnel</b>                    | AY 22-23            | AY 23-24            | AY 24-25            | AY 25-26            | AY 26-27            | AY 27-28            |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Instructor                          | \$76,583.50         | \$82,036.25         | \$84,497.34         | \$87,032.26         | \$89,643.22         | \$96,025.82         |
| FT Tenure 1                         | \$74,109.67         | \$76,332.96         | \$78,622.95         | \$84,220.91         | \$86,747.54         | \$89,349.96         |
| FT Tenure 2                         | \$61,993.69         | \$63,853.50         | \$65,769.11         | \$67,742.18         | \$69,774.45         | \$77,617.09         |
| Lecturer                            | \$57,995.41         | \$59,735.27         | \$61,527.33         | \$65,908.08         | 67,885.32           | \$69,921.88         |
| Administrative Support (.25)        | \$9,250.00          | \$9,527.50          | \$9,813.33          | \$10,107.72         | \$10,410.96         | \$10,723.29         |
| Salary                              | \$279,932.28        | \$291,485.49        | \$300,230.05        | \$315,011.14        | \$324,461.48        | \$343,638.04        |
| Benefits                            | \$151,163.43        | \$157,402.16        | \$162,124.23        | \$170,106.02        | \$175,209.20        | \$185,564.54        |
| Sub-Total                           | \$431,095.71        | \$448,887.65        | \$462,354.28        | \$485,117.16        | \$499,670.68        | \$529,202.58        |
| PATFA faculty x 4 (fall and spring) | \$28,000.00         | \$28,000.00         | \$28,000.00         | \$28,000.00         | \$28,000.00         | \$28,000.00         |
| PATFA/Overload (winter & summer)    |                     |                     | \$8,750.00          | \$13,750.00         | \$13,750.00         | \$13,750.00         |
| Fringe (Part-time)                  | \$2,240.00          | \$2,240.00          | \$2,940.00          | \$3,340.00          | \$3,340.00          | \$3,340.00          |
| Sub-total                           | \$30,240.00         | \$30,240.00         | \$39,690.00         | \$45,090.00         | \$45,090.00         | \$45,090.00         |
| <b>Total Personnel</b>              | <b>\$461,335.71</b> | <b>\$479,127.65</b> | <b>\$502,044.28</b> | <b>\$530,207.16</b> | <b>\$544,760.68</b> | <b>\$574,292.58</b> |
| <b>Operational Costs</b>            |                     |                     |                     |                     |                     |                     |
| Accreditation Fees                  | \$5,000.00          | \$5,000.00          | \$5,000.00          | \$5,000.00          | \$5,000.00          | \$5,000.00          |
| Student Recruiting                  | \$500.00            | \$500.00            | \$500.00            | \$500.00            | \$500.00            | \$500.00            |
| Conference Travel                   | \$2,600.00          | \$2,600.00          | \$2,600.00          | \$2,600.00          | \$2,600.00          | \$2,600.00          |
| Office Supplies                     | \$400.00            | \$400.00            | \$400.00            | \$400.00            | \$400.00            | \$400.00            |
| Educational Supplies                | \$4,000.00          | \$4,000.00          | \$4,000.00          | \$4,000.00          | \$4,000.00          | \$4,000.00          |
| Facilities and Administrative Costs | \$125,000.00        | \$125,000.00        | \$125,000.00        | \$125,000.00        | \$125,000.00        | \$125,000.00        |
| <b>Total Operational</b>            | <b>\$137,500.00</b> | <b>\$137,500.00</b> | <b>\$137,500.00</b> | <b>\$137,500.00</b> | <b>\$137,500.00</b> | <b>\$137,500.00</b> |

**PROGRAM EVALUATION**

The CAATE will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. For USM, the timing of the analysis will align with the first graduate cohort academic year. For UMaine, the timing of the analysis will align with the undergraduate re-accreditation deadline of 2020-2021. Upon being approved for the substantive change, the CAATE will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2022 academic year, USM will apply for reaccreditation. A process including an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the MSAT Program Directors will collaborate with each other and with their respective Deans and Provosts to maintain compliance.

**SIGNATURES**

Submitted By:

\_\_\_\_\_  
Dominique Ross, Ph.D., ATC  
Program Director, Athletic Training  
University of Southern Maine

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Date

\_\_\_\_\_  
Barbara Blackstone, M.S., ATC  
Dean, College of Professional Programs;  
Dean, College of Education;  
Coordinator of Athletic Training Education  
University of Maine at Presque Isle

\_\_\_\_\_  
Date

\_\_\_\_\_  
James Graves, Ph.D.  
Chair, Department of Exercise, Health and Sports Science  
University of Southern Maine

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jeremy Qualls, Ph.D.  
Dean, College of Science, Technology and Health  
University of Southern Maine

\_\_\_\_\_  
Date

Approved By:

\_\_\_\_\_  
Jeannine Diddle Uzzi, Ph.D.  
Provost and Vice President for Academic Affairs  
University of Southern Maine

\_\_\_\_\_  
Date

\_\_\_\_\_  
Glenn Cummings, Ed.D.  
President  
University of Southern Maine

\_\_\_\_\_  
Date

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Sherrie Weeks, EdS, MEd, ATC  
Program Director, Athletic Training  
University of Maine

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Date

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Robert Lehnhard, Ph. D.  
Director, School of Kinesiology, Physical  
Education, and Athletic Training  
University of Maine

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Date

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James Artesani, Ph.D.  
Associate Dean of Graduate Education,  
Research and Outreach  
College of Education and Human Development  
University of Maine

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Date

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Mary Gresham, Ph.D.  
Interim, Dean, College of Education and Human  
Development  
University of Maine

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Date

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Faye Gilbert Ph.D.  
Interim Provost  
University of Maine

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Date

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Joan Ferrini-Mundy Ph.D.  
President  
University of Maine

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Date



APPENDICES

APPENDIX A: COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION, 2020 STANDARDS FOR ACCREDITATION OF PROFESSIONAL ATHLETIC TRAINING PROGRAMS

**Commission on Accreditation of Athletic Training Education**  
**2020 Standards for Accreditation of Professional Athletic Training Programs**  
**Master's Degree Programs Adoption date: January 9, 2018**  
**Effective date: July 1, 2020 SECTION I: PROGRAM DESIGN AND QUALITY**

**Standard 1** The program has a written mission statement that addresses the professional preparation of athletic trainers and aligns with the mission of the institution and the program's associated organizational units.

*Annotation* Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the mission must be congruent with these units.

**Standard 2** The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment.

*Annotation* This written framework describes essential program elements and how they're connected; these elements include core principles, strategic planning, goals and expected outcomes, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The framework is evaluated and refined on an ongoing basis.

*The framework includes program-specific outcomes that are defined by the program; these outcomes include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 6 as outcomes. Improvement plans must include targeted goals and specific action plans for the communication and implementation of the program.*

**Standard 3** Development, implementation, and evaluation of the **framework** engage all **core faculty** and include other stakeholders as determined by the program.

*Annotation* All core faculty must participate in the development, implementation, and evaluation of the framework on an ongoing basis. The nature and extent of participation by each core faculty member and other stakeholders is determined by the program.

**Standard 4** The results of the program's assessment plan are used for continued program improvement.

*Annotation* The program analyzes the extent to which it meets its program-specific outcomes and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.

**Standard 5** The program collects student achievement measures on an annual basis.

*Annotation* The following student achievement measures must be collected:

- **Program graduation rate**
- **Program retention rate**

- *Graduate placement rate*
- *First-time pass rate on the Board of Certification examination*

**Standard 6** The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.

*Annotation Procedures for review and action on this standard are described in the CAATE policies and procedures manual.*

**Standard 7** Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an **action plan for correction of BOC-examination pass-rate deficiency**.

*Annotation This standard only applies in the event that a program is not compliant with Standard 6.*

## SECTION II PROGRAM DELIVERY

**Standard 8** Planned **interprofessional education** is incorporated within the **professional program**.

*Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.*

**Standard 9** All courses used to fulfill **athletic training clinical experience** requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

*Annotation Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.*

**Standard 10** Students fulfill all **athletic training clinical experience** requirements and curricular content standards (Standards 56 through 94) within the **professional program**.

*Annotation Fulfillment of clinical experience requirements and curricular content standards prior to enrollment in the **professional program** is not sufficient to meet this standard. Clinical experiences must occur throughout the professional program.*

**Standard 11** The program uses clearly written syllabi for all courses that are part of the professional program.

*Annotation Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.*

**Standard 12** Course credits are consistent with institutional policy or institutional practice.

*Annotation Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, clinical experience courses).*

**Standard 13** The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.

*Annotation The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in clinical experiences, are not excessive.*

**Standard 14** A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.

**Standard 15** A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

*Annotation To meet this standard, the program must describe the following:*

- *The criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience*
- *The process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population*
- *How clinical experiences are designed to progress the student toward autonomous practice*
- *The methods used to ensure that the clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his or her progression in the program*

**Standard 16** The **clinical education** component is planned to include at least one **immersive clinical experience**.

*Annotation An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an immersive clinical experience.*

**Standard 17** A program's **clinical education** component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different **socioeconomic statuses**,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

*Annotation These clinical practice opportunities should occur in athletic training clinical experiences with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, programs may use simulation to meet portions of this standard. Students must have adequate real client/patient interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with a variety of patient populations.*

**Standard 18** Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

*Annotation Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use simulation to meet portions of this standard. Students must have adequate patient/client interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.*

### SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

**Standard 19** The sponsoring institution is 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 postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language.

**Standard 20 Professional programs** 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 publications.

*Annotation* The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.

**Standard 21** The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

*Annotation* The intent of this standard is to ensure the professional socialization of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this standard.

**Standard 22** All sites where students are involved in **clinical education** (excluding the sponsoring institution) have a current **affiliation agreement** or **memorandum of understanding** that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

*Annotation* When the administrative oversight of the preceptor differs from the affiliate site, affiliation agreements or memoranda of understanding must be obtained from all parties. All sites (excluding the sponsoring institution) must have affiliation agreements or memoranda of understanding. Any experience the student completes to meet **clinical education** requirements as an athletic training student must have an agreement. Credit and noncredit **athletic training clinical experiences** or **supplemental clinical experiences**, including internships, must have **affiliation agreements** or memoranda of understanding.

**Standard 23** The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:

- 23A Academic dishonesty policy
- 23B Grievance policy
- 23C Matriculation requirements
- 23D Nondiscrimination policies
- 23E Policies for student withdrawal and refund of tuition and fees
- 23F Technical standards or essential functions

*Annotation:* Policies and procedures may be institutional and not specific to the athletic training program.

**Standard 24** Prospective and enrolled students are provided with relevant and accurate information about the institution and program. Available information must include the following:

- 24A Academic calendars
- 24B Academic curriculum and course sequence
- 24C Admissions process (including prerequisite courses)
- 24D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing

|     |  |
|-----|--|
| 24E | Catalogs   |
| 24F | Criminal background check policies   |
| 24G | Degree requirements  |
| 24H | Financial aid  |
| 24I | Grade policies   |
| 24J | Immunization requirements  |
| 24K | Information about clinical experiences, including travel expectations to clinical sites  |
| 24L | Matriculation requirements   |
| 24M | Nondiscrimination policies   |
| 24N | Procedures governing the award of available funding for scholarships   |
| 24O | Program mission, goals, and expected outcomes  |
| 24P | Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process |
| 24Q | <b>Technical standards</b> or essential functions  |

*Annotation: Information may be institutional and not specific to the athletic training program.*

**Standard 25 The program posts data detailing its student achievement measures.**

*Annotation: Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program's home page:*

- *Program graduation rate*
- *Program retention rate*
- *Graduate placement*
- *First-time pass rate on the Board of Certification examination*

**Standard 26 Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:**

|     |   |
|-----|---|
| 26A | A mechanism by which clients/patients can differentiate students from credentialed providers  |
| 26B | A requirement for all students to have emergency cardiac care training before engaging in clinical experiences  |
| 26C | Blood-borne pathogen protection and exposure plan (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites) |
| 26D | Calibration and maintenance of equipment according to manufacturer guidelines   |
| 26E | Communicable and infectious disease transmission  |
| 26F | Immunization requirements for students  |
| 26G | Patient/client privacy protection (FERPA and HIPAA)   |
| 26H | Radiation exposure (as applicable)  |
| 26I | Sanitation precautions, including ability to clean hands before and after patient encounters  |
| 26J | Venue-specific training expectations (as required)  |
| 26K | Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation  |

*Annotation: These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.*

**Standard 27 The institution/program maintains appropriate student records in secure locations. Student records must include the following:**

|     |   |
|-----|---|
| 27A | Program admissions applications   |
| 27B | Progression through the curriculum  |
| 27C | Disciplinary actions (if applicable)  |
| 27D | Clinical placements   |
| 27E | Verification of annual blood-borne pathogen training  |
| 27F | Verification of compliance with the program's technical standards requirements                            |
| 27G | Verification of completed criminal background checks (if applicable)                                      |
| 27H | Verification of privacy training (for example, HIPAA and FERPA, as applicable)                            |
| 27I | Verification of notification of communicable/infectious disease transmission policy and postexposure plan |
| 27J | Compliance with immunization policies   |
| 27K | Verification that the program's students are protected by professional liability insurance                |

**Standard 28 Admission of students to the professional program is made in accordance with the program's identified criteria and processes, which are made publicly available.**

*Annotation: Admissions criteria and processes must be consistently reported anywhere they are published.*

**Standard 29 The program ensures that each student is oriented to the policies and procedures of their clinical site.**

*Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for clinical experiences must include (but is not limited to) the following:*

- *Critical incident response procedures (for example, emergency action plans)*
- *Blood-borne pathogen exposure plan*
- *Communicable and infectious disease policies*
- *Documentation policies and procedures*
- *Patient privacy and confidentiality protections*
- *Plan for clients/patients to be able to differentiate practitioners from students*

*The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.*

**Standard 30 Educational opportunities and placements are not prejudicial or discriminatory**

**Standard 31 Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.**

*Annotation: Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.*

**Standard 32 Regular and ongoing communication occurs between the program and each preceptor.**

*Annotation All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.*

**Standard 33 All active clinical sites are evaluated by the program on an annual basis.**

*Annotation The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.*

**Standard 34 All program policies, procedures, and practices are applied consistently and equitably.**

*Annotation This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.*

**Standard 35 Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:**

- Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures
- Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates
- Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

*Annotation: Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.*

**Standard 36 The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.**

*Annotation Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.*

**Standard 37 The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:**

- An earned doctoral degree
- **Contemporary expertise** in the field of athletic training
- Certification and good standing with the Board of Certification
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice as an athletic trainer
- **Scholarship**
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

*Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.*

*Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.*



**Standard 38** The program director is responsible for the management and administration of the program. This includes the following responsibilities:

- Program planning and operation, including development of the framework
- Program evaluation
- Maintenance of accreditation
- Input into budget management
- Input on the selection of **program personnel**
- Input on the evaluation of **program personnel**

**Standard 39** The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:

- **Contemporary expertise** in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

*Annotation: The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.*

**Standard 40** The coordinator of clinical education is responsible for oversight of the **clinical education** portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences**
- **Clinical site** evaluation
- Student evaluation
- Regular communication with **preceptors**
- Professional development of **preceptors**
- **Preceptor** selection and evaluation

*Annotation: Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.*

**Standard 41** Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three **core faculty**.

*Annotation Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.*

*Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.*

**Standard 42** The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of **scholarship**.

**Standard 43** The program director, coordinator of clinical education, and other **core faculty** have assigned load that is sufficient to meet the needs of the program.

*Annotation: Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.*

**Standard 44** All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care must be BOC certified.

**Standard 45** **Preceptors** are health care providers whose experience and qualifications include the following:

- Licensure as a **health care provider**, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for **preceptors** who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a **preceptor**
- **Contemporary expertise**

*Annotation: Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.*

**Standard 46** **Preceptors** function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. **Preceptors** who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

**Standard 47** The number and qualifications of **preceptors** are sufficient to meet the **clinical education** needs of the program.

**Standard 48** Program faculty and **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

*Annotation: This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.*

**Standard 49** The program has a **medical director** who is actively involved in the program.

*Annotation: The medical director supports the program director in ensuring that both didactic instruction and clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.*

**Standard 50** The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.

**Standard 51** The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:

- 51A** Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.
- 51B** Necessary equipment required for teaching a contemporary athletic training curriculum is provided.
- 51C** Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.
- 51D** The available technology is adequate to support effective teaching and learning.

*Annotation* If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.

**Standard 52** The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

*Annotation* Availability of student support services at remote locations (for example, during clinical experiences) must be comparable to those for students located on campus.

**Standard 53** Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes.

*Annotation:* Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

#### SECTION IV: CURRICULAR CONTENT

##### **Prerequisite Coursework and Foundational Knowledge**

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**Standard 54** The **professional program** requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

*Annotation* The program determines the classes that meets these standards and supports the program's curricular plan. Additional prerequisite coursework may be required as determined by the program.

**Standard 55** Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

*Annotation* Foundational knowledge areas can be incorporated as prerequisite coursework, as a component of the professional program, or both.

**The professional program content will prepare the graduate to do the**

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**following: Core Competencies**

Core Competencies: **Patient-Centered Care**

**Standard 56** Advocate for the health needs of clients, patients, communities, and populations.

*Annotation:* Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

**Standard 57 Identify health care delivery strategies that account for health literacy and a variety of **social determinants of health**.**

**Standard 58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.**

**Standard 59 Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.**

**Standard 60 Use the **International Classification of Functioning, Disability, and Health (ICF)** as a framework for delivery of patient care and communication about patient care.**

Core Competencies: Interprofessional Practice and Interprofessional Education

**Standard 61 Practice in collaboration with other health care and wellness professionals.**

Core Competencies: Evidence-Based Practice

**Standard 62 Provide athletic training services in a manner that uses evidence to inform practice.**

*Annotation: Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.*

Core Competencies: Quality Improvement

**Standard 63 Use systems of quality assurance and quality improvement to enhance client/patient care.**

Core Competencies: Health Care Informatics

**Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:**

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

**Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.**

**Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:**

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

**Standard 67 Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.**

**Standard 68 Advocate for the profession.**

*Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.*

## **Patient/Client Care**

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### Care Plan

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**Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:**

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

### Examination, Diagnosis, and Intervention

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**Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:**

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia

- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

**Standard 71** Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's

clinical presentation:

- Cardiovascular system (including auscultation)
- Endocrine system
- Eyes, ears, nose, throat, mouth, and teeth
- Gastrointestinal system
- Genitourinary system
- Integumentary system
- Mental status
- Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

**Standard 72** Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

**Standard 73** Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

**Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.**

**Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.**

**Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:**

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

**Standard 77 Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.**

*Annotation These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.*

**Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:**

- **Durable medical equipment**
- Orthotic devices
- Taping, splinting, protective padding, and casting

## **Prevention, Health Promotion, and Wellness**

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**Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:**

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

**Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.**

**Standard 81** Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

**Standard 82** Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

**Standard 83** Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

**Standard 84** Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

**Standard 85** Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

**Standard 86** Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

**Standard 87** Select and use **biometrics** and **physiological monitoring systems** and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

### Health Care Administration

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**Standard 88** Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayor insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

**Standard 89** Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

**Standard 90** Establish a working relationship with a directing or collaborating physician.

*Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment*



*under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations."<sup>1</sup>*

**Standard 91 Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.**

*Annotation Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.*

**Standard 92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.**

**Standard 93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:**

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

**Standard 94 Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.**

## Glossary

**Academic year:** Customary annual period of sessions at an institution. The academic year is defined by the institution.

**Action plan for correction of BOC examination pass-rate deficiency:**

- A. A review and analysis of the program's previously submitted action plans. This should include
  1. any assessment data used to evaluate the previous action plan,
  2. a discussion of strategies that have and have not worked, and
  3. any revisions that have been made to the previous action plan based on subsequent assessment data.
- B. Analysis of the program's current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
  1. the number of students enrolled in the program in each of the past three years,
  2. the number of students who have attempted the exam in each of the past three years,
  3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
  4. the three-year aggregate first-time pass rate for each of the past three years.
- C. Projection for the program's anticipated exam outcomes for next year.

This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include

1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include

1. developing targeted goals and action plans to achieve the desired outcomes,
  2. stating the time lines for reaching the outcomes, and
  3. identifying the person or persons responsible for each element of the action plan.
- D. Updating the elements of the action plan as they are met or as circumstances change.

**Adjunct faculty:** Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

**Affiliation agreement:** A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. *See also Memorandum of understanding.*

**Assessment plan:** A description of the process used to evaluate the extent to which the program is meeting its stated educational **mission**, **goals**, and **outcomes**. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

**Associated faculty:** Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

**Athletic trainers:** Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

**Athletic training clinical experiences:** Direct client/patient care guided by a preceptor who is an athletic trainer or physician. *See also* **Clinical education**.

**Biometrics:** Measurement and analysis of physical characteristics and activity.

**Clinical education:** A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: **athletic training clinical experiences**, **simulation**, and **supplemental clinical experiences**.

**Clinical site:** A facility where a student is engaged in clinical education.

**Contemporary expertise:** Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

**Core faculty:** Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed.

**Durable medical equipment:** Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.<sup>2</sup>

**Electronic health record:** A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

**Evidence-based practice:** The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.<sup>3</sup>

**Faculty:** *See* **Adjunct faculty**; **Associated faculty**; **Core faculty**.

**First-time pass rate on the Board of Certification examination:** The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past

three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

**Foundational knowledge:** Content that serves as the basis for applied learning in an athletic training curriculum.

**Framework:** A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

**Goals:** Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

**Graduate placement rate:** Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

**Health care providers:** Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

**Health care informatics:** The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.<sup>4</sup>

**Health literacy:** The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.<sup>5</sup>

**Immersive clinical experience:** A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

**International Classification of Functioning, Disability, and Health (ICF):** A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.<sup>6</sup>

**Interprofessional education:** When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.<sup>7</sup>

**Interprofessional practice:** The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

**Medical director:** Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

**Memorandum of understanding:** Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

**Mission:** A formal summary of the aims and values of an institution or organization, college/division, department, or program.

**Outcomes:** Indicators of achievement that may be quantitative or qualitative.

**Patient-centered care:** Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.<sup>8</sup>

**Physician:** Health care provider licensed to practice allopathic or osteopathic medicine.

**Physiological monitoring systems:** Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

**Preceptor:** Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

**Professionalism:** Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.<sup>9</sup>

**Professional preparation:** The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

**Professional program:** The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two **academic years**.

**Professional socialization:** Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.<sup>10</sup>

**Program graduation rate:** Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

**Program personnel:** All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

**Program retention rate:** Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following **academic year**. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

**Quality assurance:** Systematic process of assessment to ensure that a service is meeting a desired level.

**Quality improvement:** Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.<sup>11</sup> Quality improvement includes identifying errors

and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.<sup>12</sup>

**Scholarship:** Scholarly contributions that are broadly defined in four categories.<sup>13</sup>

- *Scholarship of discovery* contributes to the development or creation of new knowledge.
- *Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

**Simulation:** An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.<sup>14</sup> See also [Clinical education](#).

**Social determinants of health:** The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.<sup>15</sup>

**Socioeconomic status:** The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.<sup>16</sup>

**Supervision:** Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

**Supplemental clinical experiences:** Learning opportunities supervised by health care providers other than athletic trainers or physicians. See also [Clinical education](#).

**Technical standards:** The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

**Value-based care models:** Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.<sup>17</sup>

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## APPENDIX B: HEALTH SCIENCE- PRE ATHLETIC TRAINING

University of Southern Maine Bachelor of Science in Health Sciences  
Pre Athletic Training Track  
(Approved by USM Graduate Council and Health Science Curriculum Committee)

| Fall Semester                |  |       | Spring Semester           |   |      |
|------------------------------|--|-------|---------------------------|---|------|
| First Year                   |  |       | First Year                |   |      |
| EYE                          | Entry Year Experience (not Required after 24+ credits) | 3     |                           | Cultural Interpretation   | 3    |
| ENG 100                      | College Writing  | 3     | HRD/SBS 200               | Socio-cultural Analysis   | 3    |
|                              |  |       | BIO 101/102               | Biological Foundations  | 4    |
| MAT 120/PSY 201              | Quantitative Reasoning                                 | 3-4   | PSY 100                   | General Psychology  | 3    |
| SPM 100<br>(if < 30 cr. Hr.) | Intro to Exercise, Health and Sports Sciences          | 3     |                           | Creative Expression   | 3    |
| SPM 219                      | Lifetime Physical Fitness and Wellness                 | 3     |                           |   |      |
|                              |  | 15-16 |                           |   | 16   |
| Second Year                  |  |       | Second Year               |   |      |
| BIO 111/112                  | Human Anat & Phys I                                    | 4-5   | BIO 113/114               | Human Anat & Phys II  | 4-5  |
| PSY 200+                     | (Upper Level Psychology elective)                      | 3     | SPM XXX                   | Core Elective   | 3    |
|                              |  |       | CHY 113                   | Principles of Chemistry I   | 3    |
| PHY 111/114                  | Science Exploration                                    | 5     | CON 356 or<br>SBS/SCI 336 | Concepts of Community Health/<br>Introduction to Public Health            | 3    |
| SPM XXX                      | Core Elective  | 3     | SPM 230                   | Psychology of Physical Activity and Sport<br>(offered Fall/Spring/Summer) | 3    |
|                              |  | 15.5  |                           |   | 16.5 |
| Third Year                   |  |       | Third Year                |   |      |
| SPM 350                      | Health Promotion Programs                              | 3     |                           | Diversity   | 3    |



| (offered Fall/Spring/Summer) |                        |    |             |                         |    |
|------------------------------|------------------------|----|-------------|-------------------------|----|
| CON 252                      | Human Nutrition        | 3  |             | Ethical Inquiry (EISRC) | 3  |
|                              | International          | 3  | CON 321     | Health Related Research | 3  |
| SPM 330                      | Physiology of Exercise | 3  | SPM 381     | Kinesiology             | 3  |
| SPM XXX                      | Core Elective          | 3  |             | General Elective        | 3  |
|                              |                        | 15 |             |                         | 15 |
| Fourth Year                  |                        |    | Fourth Year |                         |    |

Students accepted into the MSAT will begin taking MSAT Courses in the Summer leading into their fourth year. The first 30 credits of the program will satisfy the remaining track credits of the BS in Health Science.

**University of Maine / University of Maine at Presque Isle  
Comparable Courses for MSAT Entrance**

**UMaine Program****Transferrable UMPI Courses**

| <b>Course</b>                                   | <b>Cr</b> | <b>Course</b>                                  | <b>Cr</b> |
|---|-----------|--|-----------|
| EHD 100 New Student Orientation                 | 1         | FYS 100 1 <sup>st</sup> Year Seminar           | 1         |
| BIO 100 Basic Biology                           | 4         | BIO 112 General Biology 1                      | 4         |
| ENG 100 English Composition                     | 3         | ENG 101 College Comp 1                         | 3         |
| PSY 100 General Psychology                      | 3         | PSY 100 Introduction to Psychology             | 3         |
| Gen Ed  | 3         | Gen Ed   | 3         |
| BIO 200 Biology of Organisms                    | 4         | BIO 113 General Biology II                     | 4         |
| Math Statistics                                 | 3         | MAT 101 Probability and Statistics             | 3         |
| KPE 250 Prevention and Care of Acute Injuries   | 3         | EXS 340 Prevention & Emergent Care in Sports   | 3         |
| KPE 253 Lifetime Fitness for Health             | 3         | HPR 100 Lifelong Wellness                      | 3         |
| FSN101 Introduction to Food and Nutrition       | 3         | UMaine or transferrable online course*         | 3         |
| BIO 335 Human Anatomy                           | 4         | BIO 261 Anatomy and Physiology 1               | 4         |
| Math (Gen Ed)                                   | 3         | Transferrable Math course                      | 3         |
| KPE 270 Motor Development                       | 3         | PHE 265 Motor Learning                         | 3         |
| KPE 376 Kinesiology                             | 3         | EXS 274 Structural Kinesiology                 | 3         |
| KPE 307 Anatomy and Injuries of LE/Trunk        | 3         | EXS 246 Introduction to Assessment             | 3         |
| BIO 377 Medical Physiology                      | 3         | BIO 262 Anatomy and Physiology 2               | 4         |
| INT 200 Orientation to Health Professions       | 3         | N/A  | 3         |
| KPE 308 Anatomy and Injuries to UE              | 3         | EXS 342 Advanced Assessment                    | 3         |
| KPE 367 Adapted PE                              | 3         | PHE 385 Adapted PE                             | 3         |
| Gen Ed  | 3         | Gen Ed   | 3         |
| BMB 207/209 Fundamentals of Chemistry + Lab     | 4         | CHY 111 General Chemistry 1                    | 4         |
| KPE 378 Physiology of Exercise                  | 3         | EXS 382 Physiology of Exercise                 | 3         |
| KPE 425 Health Promotion and Disease Prevention | 3         | UMaine Summer Course*                          | 3         |
| Gen Ed  | 3         | Gen Ed   | 3         |
| Gen Ed  | 3         | Gen Ed   | 3         |
| PHY 111 General Physics                         | 4         | PHY 153 Physics 1                              | 4         |
| Gen Ed  | 3         | Gen Ed   | 3         |
| KPE 426 Exercise Rx and Leadership              | 3         | EXS 375 Phys Assessment/Exercise Rx Or EXS 343 | 3         |
| KPE 490 Nutrition in Sports                     | 3         | BIO 300 Human Nutrition                        | 3         |
| ENG 317 Business and Technical Writing          | 3         | ENG 121 Advanced Composition                   | 3         |

\*No comparable course offered at UMPI

UMPI students completing their comparable courses and maintaining a minimum of 2.5 GPA are eligible to apply to the Master of Science in Athletic Training at UMaine. See next page for the MSAT program.

**University of Maine  
MSAT Aspect of 3 +2 Program**

|  |        |
|--|--------|
| <b>Summer Term 1</b>                               |        |
| KPE 5xx Introduction to Athletic Training**        | 1 cr,  |
| KPE 5xx Human Anatomy**                            | 2 cr.  |
| KPE 5XX Differential Diagnoses**                   | 2 cr.  |
| KPE 5xx Acute Care 1                               | 3 cr.  |
|  | 8 cr.  |
| <b>4<sup>th</sup> Year 1<sup>st</sup> Semester</b> |        |
| KPE 5xx Research Methods 1                         | 3 cr.  |
| KPE 5xx Acute Care 2                               | 3 cr.  |
| KPE 5xx Intro to Clinical Experiences              | 1 cr.  |
| KPE 5xx Patient Evaluation 1                       | 3 cr.  |
|  | 10 cr. |
| <b>Winter Term</b>                                 |        |
| KPE 5xx Clinical Experience 1                      | 3 cr.  |
| <b>4<sup>th</sup> Year 2<sup>nd</sup> Semester</b> |        |
| KPE 5xx Therapeutic Intervention 1                 | 3 cr.  |
| KPE 5xx Patient Evaluation 2                       | 3 cr.  |
| KPE 5xx Clinical Experience 2                      | 3 cr.  |
| KPE 5xx Current Studies in Sports Medicine         | 3 cr.  |
|  | 12 cr. |
| <b>Summer Term 2</b>                               |        |
| KPE 5XX Clinical Skills 3 (immersion)              | 3 cr.  |
| <b>5<sup>th</sup> Year 1<sup>st</sup> Semester</b> |        |
| KPE 5xx Clinical Experience 4                      | 3 cr.  |
| KPE 5xx Research Methods 2                         | 3 cr.  |
| KPE 5xx Therapeutic Intervention 2                 | 3 cr.  |
| KPE 5xx Differential Diagnoses 2                   | 3 cr.  |
|  | 12 cr. |
| <b>5<sup>th</sup> Year 2<sup>nd</sup> Semester</b> |        |
| KPE 5xx Clinical Experience 5                      | 3 cr.  |
| KPE 5xx Thesis or KPE 5xx Capstone option          | 3 cr.  |
| KPE 5xx AT Seminar                                 | 1 cr.  |
|  | 7 cr.  |

55 cr.

APPENDIX C: MSAT ACADEMIC PLAN USM

| Year 1  |         | 36 cr                                 | Year 2  |   | 27cr    |
|---|---------|---------------------------------------|---|---|---------|
| <b>Summer 1</b>                                       | Credits |                                       |   | <b>Summer 2</b>                           | Credits |
| Foundations (Intro to grad school, behaviors)         | 1       | Clinical I<br>F2F<br>Hybrid<br>Online |   | Therapeutic Interventions II              | 4       |
| Prevention (taping, bracing, etc...)                  | 1       |                                       |   | Pharmacology                              | 2       |
| Acute Care  | 3       |                                       |   |   |         |
| Human Anatomy   | 2       |                                       |   |   |         |
| Acute Care Simulation Lab                             | 1       |                                       |   | Clinical Education (Medical/IPE)          | 2       |
|   | 8       |                                       |   | Preseason Clinical Experience (Immersive) | 2       |
|   |         |                                       |   | 10  |         |
| <b>Fall 1</b>   | Credits |                                       | <b>Fall 2</b>   | Credits                                   |         |
| Examination & Diagnosis I                             | 4       |                                       | Research & Stats (15 weeks)                           | 3   |         |
| Health Promotion & Human Performance 1 (epidemiology) | 4       |                                       | Health Care Administration (7 weeks)                  | 2   |         |
| General Medical                                       | 4       |                                       | Administration and Leadership (7 weeks)               | 2   |         |
| Clinical Experience                                   | 2       |                                       | Clinical Experience (7 wk, continuation of preseason) | 2   |         |
|   | 14      |                                       |   | 9   |         |
| <b>Winter 1</b>                                       | 0       |                                       | <b>Winter 2</b>                                       | Credits                                   |         |
|   | 0       |                                       | BOC prep  | 1   |         |
|   |         |                                       |   | 1   |         |
| <b>Spring 1</b>                                       | Credits |                                       | <b>Spring 2</b>                                       | Credits                                   |         |
| Examination & Diagnosis II                            | 4       |                                       | Capstone  | 3   |         |
| Interventions I                                       | 4       |                                       | Transition to Practice                                | 2   |         |
| Health Promotion & Human Performance 2                | 4       |                                       | Clinical Education (career goals)                     | 3   |         |
| Clinical Experience                                   | 2       |                                       |   | 8   |         |
|   | 14      |                                       |   |   |         |
|   |         |                                       | <b>Total Credits</b>                                  | <b>64</b>                                 |         |

## APPENDIX C: UMAINE MSAT PROGRAM

|  |        |
|--|--------|
| <b>Summer Term 1</b>                               |        |
| KPE 5xx Introduction to Athletic Training**        | 1 cr,  |
| KPE 5xx Human Anatomy**                            | 2 cr.  |
| KPE 5XX Differential Diagnoses**                   | 2 cr.  |
| KPE 5xx Acute Care 1                               | 3 cr.  |
|  | 8 cr.  |
| <b>4<sup>th</sup> Year 1<sup>st</sup> Semester</b> |        |
| KPE 5xx Research Methods 1**                       | 3 cr.  |
| KPE 5xx Acute Care 2                               | 3 cr.  |
| KPE 5xx Intro to Clinical Experiences**            | 1 cr.  |
| KPE 5xx Patient Evaluation 1                       | 3 cr.  |
|  | 10 cr. |
| <b>Winter Term</b>                                 |        |
| KPE 5xx Clinical Experience 1                      | 3 cr.  |
| <b>4<sup>th</sup> Year 2<sup>nd</sup> Semester</b> |        |
| KPE 5xx Therapeutic Intervention 1                 | 3 cr.  |
| KPE 5xx Patient Evaluation 2                       | 3 cr.  |
| KPE 5xx Clinical Experience 2                      | 3 cr.  |
| KPE 5xx Current Studies in Sports Medicine         | 3 cr.  |
|  | 12 cr. |
| <b>Summer Term 2</b>                               |        |
| KPE 5XX Clinical Skills 3 (immersion)              | 3 cr.  |
| <b>5<sup>th</sup> Year 1<sup>st</sup> Semester</b> |        |
| KPE 5xx Clinical Experience 4                      | 3 cr.  |
| KPE 5xx Research Methods 2                         | 3 cr.  |
| KPE 5xx Therapeutic Intervention 2                 | 3 cr.  |
| KPE 5xx Differential Diagnoses 2                   | 3 cr.  |
|  | 12 cr. |
| <b>5<sup>th</sup> Year 2<sup>nd</sup> Semester</b> |        |
| KPE 5xx Clinical Experience 5                      | 3 cr.  |
| KPE 5xx Thesis or KPE 5xx Capstone option          | 3 cr.  |
| KPE 5xx AT Seminar                                 | 1 cr.  |
|  | 7 cr.  |
| Total Credits                                      | 55 cr. |

\*\*Online Class Offerings

## APPENDIX D: PRECEPTORS &amp; CLINICAL AFFILIATIONS

**University of Southern Maine**

Name: Department of Athletics, University of Southern Maine  
Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038  
Individual Contact: Matt Gerken, MS, ATC  
Title: Head Athletic Trainer

Name: University Health and Counseling Services, University of Southern Maine  
Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038  
Individual Contact: Lisa Belanger  
Title: Director, University Health and Counseling Services

Name: Kennebunk High School  
Address: 89 Fletcher St., Kennebunk, ME 04043  
Individual Contact: Arlene Veere, ATC  
Title: Athletic Trainer

Name: Windham High School  
Address: 406 Gray Rd., Windham, ME 04062  
Individual Contact: Casey Sinclair, ATC  
Title: Athletic Trainer

Name: Maine Medical Partners Sports Medicine  
Address: 119 Gannett Dr. South Portland, ME 04016  
Individual Contact: Neil Carroll, ATC  
Title: Director of Athletic Training Residency

Name: Deering High School  
Address: 370 Stevens Ave., Portland, ME 04103  
Individual Contact: Greg Tosi, ATC  
Title: Athletic Trainer

Name: Sanford High School  
Address: 52 Sanford High Blvd., Sanford, ME 04073  
Individual Contact: Jessica Hobgood, ATC  
Title: Athletic Trainer

Name: Scarborough High School  
Address: 11 Municipal Dr., Scarborough, ME 04074  
Individual Contact: Joe Davis, ATC  
Title: Athletic Trainer

Name: South Portland High School  
Address: 637 Highland Ave., South Portland, ME 04106  
Individual Contact: John Ryan, ATC  
Title: Athletic Trainer

Name: Cheverus High School  
Address: 267 Ocean Ave., Portland, ME 04103  
Individual Contact: Katie McCarthy, ATC  
Title: Athletic Trainer

Name: Southern Maine Community College  
Address: 2 Fort Rd., South Portland, ME 04106  
Individual Contact: Sarah Daniels, ATC  
Title: Athletic Trainer

Name: Cape Elizabeth High School  
Address: 345 Ocean House Rd., Cape Elizabeth, ME 04107  
Individual Contact: Lisa Mims, ATC  
Title: Athletic Trainer

Name: University of Maine- Orono  
Address: Orono, ME 04469  
Individual Contact: Ryan Taylor, ATC  
Title: Head Athletic Trainer

Name: Portland High School  
Address: 284 Cumberland Ave., Portland, ME 04101  
Individual Contact: Ryan Lucas, ATC  
Title: Athletic Trainer

Name: Saint Joseph's College  
Address: 278 Whites Bridge Rd., Standish, ME 04084  
Individual Contact: Tiffany Gagnon, ATC  
Title: Athletic Trainer

Name: Colby College  
Address: 4800 Mayflower HI, Waterville, ME 04901  
Individual Contact: Tim Weston, ATC  
Title: Head Athletic Trainer

Name: Thornton Academy  
Address: 438 Main St., Saco, ME 04072  
Individual Contact: Tony Giordano, ATC  
Title: Athletic Trainer

Name: Gorham High School  
Address: 41 Morrill Ave., Gorham, ME 04038  
Individual Contact: Tyler Delaney, ATC  
Title: Athletic Trainer

Name: United Medical Gym  
Address: 125 John Roberts Rd., South Portland, ME 04106  
Individual Contact: Matthew Marcoux  
Title: Athletic Trainer

Name: Saco Bay Physical Therapy  
Address: 45 Western Ave., South Portland, ME 04106  
Individual Contact: Nick Adrience, PT, ATC  
Title: Physical Therapist

Name: Orthopedic Associates  
Address: 15 Lund Rd., Saco, ME 04076  
Individual Contact: Jon Olesen, ATC  
Title: Athletic Trainer

Name: Saco Bay Physical Therapy  
Address: 400 North St. Suite 2., Saco, ME 04072  
Individual Contact: Scott Lavalley, PT  
Title: Physical Therapist

Name: Cape Integrative Health  
Address: 8-10 Hill Way, Cape Elizabeth, ME 04107  
Individual Contact: Zev Myerowitz, DC  
Title: Chiropractor

Name: Rock Steady Boxing  
Address: YMCA 24 Venture Ave., Brunswick, ME 04011  
Individual Contact: Jennifer Anderson  
Title: Physical Therapist

Name: Maine Medical Center Family Practice Sports Medicine Division  
Address: 272 Congress Street, Portland, ME 04101  
Individual Contact: William Dexter, MD  
Title: Director



## University of Maine at Presque Isle

## Preceptors

| First Name  | Last Name   | Credentials | HC Profession      | Clinical Site   |
|-------------|-------------|-------------|--------------------|---|
| Aaron       | Marston     | ATC         | Athletic Trainer   | Next Level Training a division of Northern Physical Therapy                 |
| Ryan        | Taylor      | ATC         | Athletic Trainer   | University of Maine   |
| Brian       | Morrison    | ATC         | Athletic Trainer   | MSAD #42-Central Aroostook High School                                      |
| Troy        | Caverhill   | PT          | Physical Therapist | Northern Physical Therapy   |
| Cory        | LaPlante    | CP          | Prosthetist        | Northern Prosthetics and Orthotics  |
| Christine   | Doody       | PT          | Physical Therapist | County Physical Therapy   |
| Stephen     | Hopkins     | ATC         | Athletic Trainer   | Eastern Aroostook Regional School Unit 39 (Caribou & Limestone High School) |
| Peter       | Morningstar | MD          | Medical Doctor     | The Aroostook Medical Center  |
| Lucas       | Bartlett    | ATC         | Athletic Trainer   | University of Maine at Presque Isle   |
| Christopher | Rines       | ATC         | Athletic Trainer   | RSU #29-Houlton High School   |
| Timothy     | Weston      | M.Ed, ATC   | Athletic Trainer   | Colby College   |
| Mary        | Allen       | CNP         | Nurse Practitioner | Pines Health Services   |

|          |          |           |                        |   |
|----------|----------|-----------|------------------------|---|
| Benjamin | Fields   | OTR/L     | Occupational Therapist | Cary Medical Center   |
| Andrew   | Helstrom | ATC       | Radiologist            | MSAD #1 Presque Isle High School  |
|          |          |           | Athletic Trainer       |   |
| Marilee  | Scott    | ATC, CSCS | Athletic Trainer       | Eastern Aroostook Regional School Unit 39 (Caribou & Limestone High School) |

### University of Maine

Name: Hermon High School  
Address: 2415 US-2, Hermon, ME 04401  
Individual Contact: Arianna Anagnostis, MA, ATC  
Title: Athletic Trainer

Name: Northern Light Eastern Maine Medical Center - Cutler Health Center  
Address: 80 Long Road, Orono, ME 04473  
Individual Contact: Sarah Stewart DO  
Title: Medical Coordinator

Name: DownEast Orthopedics  
Address: 78 Ridgewood Dr., Bangor, ME 04401  
Individual Contact: Ken Morse MD  
Title: Co-owner and UMaine Team Physician

Name: Husson University  
Address: 1 College Circle, Bangor, Maine 04401  
Individual Contact: Janine Gmitter ATC  
Title: Assistant Athletic Director and Head Athletic Trainer

Name: University of Maine  
Address: Kessock Sports Medicine Center, University of Maine, Orono, ME 04469  
Individual Contact: Ryan Taylor ATC  
Title: Head Athletic Trainer

Name: Orono High School  
Address: 14 Goodridge Drive, Orono, ME 04473  
Individual Contact: John (JP) Stowe ATC  
Title: Head Athletic Trainer

Name: Old Town High School  
 Address: 203 Stillwater Ave, Old Town, ME 04468  
 Individual Contact: Scott Audet ATC  
 Title: Head Athletic Trainer

Name: Brewer High School  
 Address: 79 Parway S., Brewer, ME 04412  
 Individual Contact: Ben Pushard ATC  
 Title: Head Athletic Trainer

Name: Healy Chiropractic  
 Address: 270 Wilson St. Suite 1, Brewer ME 04412  
 Individual Contact: Patrick Healy DC  
 Title: Owner and UMaine Team Chiropractor

Name: Colby College  
 Address: 4800 Mayflower HI, Waterville, ME 04901  
 Individual Contact: Tim Weston ATC  
 Title: Head Athletic Trainer

Name: Select Physical Therapy  
 Address: 12 Stillwater Ave, Bangor, ME 04401  
 Individual Contact: Derek Loupin DPT  
 Title: Physical Therapist

Name: Cianbro – Safety and Wellness Department  
 Address: 517 S. Main Street, Brewer, ME 04412  
 Individual Contact: Tim Wakeland DPT, ATC  
 Title: Occupational Physical Therapist and Athletic Trainer

**Preceptors**

| First Name | Last Name | Credentials | HC Profession    | Clinical Site                                    |
|------------|-----------|-------------|------------------|--|
| Ryan       | Taylor    | ATC         | Athletic Trainer | UMaine   |
| Lucas      | Bartlett  | ATC         | Athletic Trainer | Northern Light<br>EMMC and<br>Hampden<br>Academy |

|           |            |          |                  |  |
|-----------|------------|----------|------------------|--|
| Timothy   | Weston     | MEd, ATC | Athletic Trainer | Colby College                                |
| Krystyn   | Keating    | ATC      | Athletic Trainer | UMaine                                       |
| Mason     | Roy        | ATC      | Athletic Trainer | Husson University                            |
| Scott     | Audet      | ATC      | Athletic Trainer | Northern Light EMMC and Old Town High School |
| Evan      | Paradis    | ATC      | Athletic Trainer | Husson University                            |
| Janine    | Gmitter    | ATC      | Athletic Trainer | Husson University                            |
| Andilynn  | Beadles    | ATC      | Athletic Trainer | UMaine                                       |
| Brianna   | Woodworth  | ATC      | Athletic Trainer | Northern Light EMMC – Cutler Health Center   |
| John (JP) | Stowe      | ATC      | Athletic Trainer | Northern Light EMMC and Orono High School    |
| Bryan     | Schopieray | ATC      | Athletic Trainer | UMaine                                       |

|         |            |          |                                      |   |
|---------|------------|----------|--------------------------------------|---|
| Arianna | Anagnostis | ATC      | Athletic Trainer                     | DownEast Orthopedics and Hermon High School |
| Michael | LeRoy      | ATC      | Athletic Trainer                     | UMaine                                      |
| Orla    | Curran     | ATC      | Athletic Trainer                     | UMaine                                      |
| Ben     | Randall    | ATC      | Athletic Trainer                     | UMaine                                      |
| Paul    | Culina     | ATC      | Athletic Trainer                     | UMaine                                      |
| Sarah   | Stewart    | DO       | Osteopath                            | Northern Light EMMC – Cutler Health Center  |
| Tim     | Wakeland   | DPT, ATC | Physical Therapist, Athletic Trainer | Cianbro                                     |
| Derek   | Loupin     | DPT      | Physical Therapist                   | Select PT and UMaine                        |

APPENDIX E: CURRICULUM VITAE OF CURRENT ATHLETIC TRAINING CORE FACULTY; USM, UMPI & UMAINE

## Dominique Ross PhD, LAT, ATC

[DominiqueMRoss@gmail.com](mailto:DominiqueMRoss@gmail.com) ❖(207) 576- 6239 ❖608 Megquier Hill Road, Poland, Maine, 04274

### EDUCATION

Doctor of Philosophy, May, 2012  
Springfield College, Springfield, MA  
Program: Teaching and Administration  
Dissertation: The Influence of Teaching Evidence Based Practice on Critical Thinking

Master of Science, July 2009  
East Stroudsburg University, East Stroudsburg, PA  
Program: Sports Medicine and Athletic Training  
Thesis: The Effect of KinesioTape on Shoulder Joint Position Sense

Bachelor of Science, May 2008  
Springfield College, Springfield, MA  
Major: Athletic Training

### EXPERIENCE

#### *PEDAGOGICAL*

**University of Southern Maine**, Gorham, ME  
Assistant Professor and Athletic Training Program Director (Tenure Track)

*SPM440: Manual Therapy*

The course is design to introduce students to various manual therapy interventions including instrument assisted soft tissue mobilization, massage, muscle energy technique, trigger point therapy, joint mobilization and other contemporary techniques.

*SPM340: Therapeutic Exercise*

*SPM 265: Therapeutic Modalities*

**Lasell College**, Newton, MA  
Assistant Professor and Coordinator of Clinical Education

*RSCI781: Capstone*

A graduate level capstone experience requiring students to select and complete a Critically Appraised Topic, Evidence Based Practice Professional Presentation or an Original Experimental Study.

*RSCI780: Quantitative and Qualitative Research*

A graduate level online course designed to introduce research methods, statistics, ethics and communication skills. Students prepare a review of literature and research proposal.

*RSCI705: Evidence Based Rehabilitation*

This course is a graduate level course offered exclusively online. The purpose is to introduce concepts of evidence based medicine and a critical appreciation for current literature.

*AT430: Athletic Training Senior Capstone*

The “Capstone” experience is a research based course that allows students to conduct individual research projects, collect data and synthesize results.

*EXSC340: Research Concepts*

The course provides students with an introduction to research concepts, basic statistics and research writing.

*AT211: Assessment and Diagnosis I*

The purpose of this course is to introduce the foundations of clinical reasoning, assessment and diagnosis of lower extremity injuries.

*AT212: Assessment and Diagnosis II*

The purpose of this course is to continue the established foundation of Assessment and Diagnosis I by including upper extremity, postural and abdominal evaluation skills.

*AT213: Assessment and Diagnosis: Head and Spine*

Students are provided with the opportunity to learn about the pathophysiology of concussion, assessment techniques and current treatment standards. In addition, students understand evaluation and diagnosis of spine related pathologies.

*AT101: Musculoskeletal Anatomy*

The purpose of this course is to provide students with a foundational understanding of musculoskeletal anatomy, planes and axis of the body and joint structure and function.

*FYS101: First Year Seminar: Happy, Healthy and Successful*

This theme based course explored 5 key concepts of well-being and its influence on the college experience. Students engaged in a variety of skill based assignments to prepare them for college level courses.

Curriculum Design and Coordination*Athletic Training Clinical I, II, III, IV, V & VI.*

Currently work with adjunct professors and preceptors of the corresponding courses to develop content, teaching strategies and assessment techniques. Facilitate evaluation of clinical competencies through the use of ATrack online portfolio system. Responsible for all clinical placements, site visits and preceptor education.

**Springfield College**, Springfield, MAAdjunct Professor*Education and Research Methods ATR**August, 2011- May, 2012*

Students are guided through the research process by developing and conducting a research study related to the healthcare field. A completed review of literature, methodology and journal manuscript are required. Basic statistical analysis and critical appraisal skills are areas of focus.

*Human Anatomy Synthesis**August, 2010- May, 2012*

The purpose of the course is to integrate didactic anatomical information into clinically applicable scenarios. Students develop presentation skill by creating alternative learning experiences with emphasis placed on active engagement. The affective learning domain is promoted through communication, group problem solving and critical appraisal of information.

*Human Anatomy**August, 2010- 2011*



The course provided a comprehensive study of normal and pathological function of human movement with emphasis on the skeletal, articular, and muscular systems. The laboratory experience included the study of prosected human cadavers. Individual responsibilities involved the presentation of topics to graduate and undergraduate level students in the laboratory and lecture setting. Self-palpation, case studies and active range of motion was frequently used within the lecture to promote engagement and to check for understanding. The laboratory experience integrated goniometry, palpation, basic x-ray interpretation, specific assessment tests and muscle, bone, joint and nerve identification.

#### Additional Teaching Experience

*Approved Clinical Instructor* *August, 2008- May, 2012*

Facilitate the clinical learning experience of athletic training students by stimulating critical thinking through scenarios, educative games, research and real life experience.

*Lecture: Therapeutic Exercise and Rehabilitation* *January, 2011*

Presented an inclusive lecture on the role of proprioception in the rehabilitation process. The integration of several teaching styles enhanced the learning experience.

*Lecture: Skin Pathologies and Treatment* *March, 2011*

A detailed lecture regarding common skin pathologies affecting the athletic population.

**Westfield State University, Westfield, MA**

#### Adjunct Professor

*Supervising Sport and Fitness Programs* *January, 2012- May, 2012*

The intent of the course is to educate athletic training students in managerial theory, facility design, budgeting concepts and information organization. Students are required to create a functional document outlining a variety of policies, job descriptions and state regulations that may eventually impact their individual work experience. Legal and ethical considerations within sports medicine are also debated and analyzed.

### *RESEARCH & PUBLICATIONS*

Wolfe, E.S., Ross, D.M. (2017). Is Activity-based costing a gateway for third-party reimbursement for athletic training services in Massachusetts? *Athletic Training and Sports Health Care*. DOI: <https://doi.org/10.3928/19425864-20170918-01>

Anderson, M. (2016) *Foundations of Athletic Training*; 6<sup>th</sup> edition. (2016). *Wolters Kluwer*. Created new ancillary materials and updated previous materials for the textbook. Instructor resources included presentations, exam questions, online resources, teaching strategies, quizzes and a BOC correlation chart. Student resources included study guides, worksheets, quizzes, resources and assessment materials.

Ross, D. (2012). The Influence of Teaching Evidence Based Practice on Critical Thinking in Athletic Training Students. A mixed-method design was implemented to explore how teaching evidence based practice affected critical thinking in the clinical and didactic settings. *A doctoral dissertation, Springfield College.*

Ross, D. (2011). The Effect of KinesioTape on Shoulder Joint Position Sense.

Joint position sense for shoulder internal and external rotation was evaluated under taped and no tape conditions. The selected taping was intended to support the rotator cuff muscles. The researcher concluded joint position sense was not significantly improved with KinesioTape in either internal or external rotation. *A Master's Thesis, East Stroudsburg University of Pennsylvania.*

#### PRESENTATIONS

*Teaching Professional Advocacy.* National Athletic Trainers Association, Athletic Training Educators Conference, 2019. Dallas, TX.

*The Hidden Curriculum and Patient Outcome.* Lasell College Preceptor Workshop, 2017. Lasell College, Newton, Ma.

*Leadership Panel.* Athletic Trainers of Massachusetts Student Symposium, 2016. Springfield College, Springfield, Ma.

*Perceptions and Experiences of Original Undergraduate Research: A Qualitative Study.* New England American College of Sports Medicine, 2016. Providence, RI.

*Assessment of Heat Illness; breakout presentation.* Athletic Trainers of Massachusetts Spring Conference, 2015. Newton, Ma.

*Assessing Critical Thinking in the Didactic Setting: Applying the Holistic Critical Thinking Scoring Rubric to Athletic Training Education.* Athletic Training Educators Conference 2013. Dallas, Tx.

*Keynote Speaker: Careers in Athletic Training Workshop.* 2011. Springfield College, Springfield, Ma.

*Prevention of youth related injury.* 2008. Basketball Hall of Fame, Springfield, Ma.

#### CLINICAL

**Lasell College, Newton, MA**

*August 2012- Current*

Per Diem Athletic Trainer

Provided care for Lasell College Athletes as need by the full-time athletic training staff. Hired for prep, practice and game coverage.

**Springfield College, Springfield, MA**

*August 2009- May*

2012

Graduate Assistant

Currently provide comprehensive support to athletic training room medical staff by acting as a liaison between physicians and the chiropractor treating student-athletes. Team assignments include men's basketball, wrestling, men's soccer and men's gymnastics.

Club Sports Athletic Trainer

Coordinated healthcare for hockey, men and women's rugby. Aided in creating concussion policies by

working collaboratively with the student health center.

**East Stroudsburg University, East Stroudsburg, PA**

Graduate Assistant

*August 2008- August 2009*

Provided medical care for practices and games of a variety of collegiate teams. Specifically assigned to prevent, treat, and rehabilitate injuries sustained by the women's volleyball and women's lacrosse teams.

**Coordinated Health, Bethlehem, PA**

*October 2008- July 2009*

Athletic Trainer (Per Diem)

Provided care for local high school sporting events and Lehigh Valley OUTLAWZ professional arena football tryouts. Primarily responsible for the prevention, evaluation and treatment of acute injury.

**Additional Per Diem Athletic Training**

Provide health care as needed at Curry College, Mt Ida College, Newton South High School and Weston High School.

*SERVICE*

**NATIONAL ATHLETIC TRAINERS ASSOCIATION**

**Athletic Trainers of Massachusetts, President**

Legislative Efforts

- |  |                    |
|--|--------------------|
| <i>NATA Legislative Grant</i>  | <i>2015- 2017</i>  |
| <ul style="list-style-type: none"> <li>Prepared and secured legislative grants to support efforts in Massachusetts. Grant amounts ranged from \$13,680- \$15,000.</li> </ul>                                     |                    |
| <i>Legislative Briefing</i>  | <i>2017</i>        |
| <ul style="list-style-type: none"> <li>Organized and presented at a legislative briefing in support of ATOM legislation. The briefing was attended by approximately 40 legislators and staff members.</li> </ul> |                    |
| <i>Testified to Joint Committee on Education</i>   | <i>2017</i>        |
| <ul style="list-style-type: none"> <li>On behalf of ATOM in Support of An Act Relative to Student Safety in Interscholastic Athletic Activities.</li> </ul>  |                    |
| <i>Testified to Joint Committee on Health Finance</i>  | <i>2017</i>        |
| <ul style="list-style-type: none"> <li>On behalf of ATOM in Support of An Act Promoting Consumer Choice in Health Care</li> </ul>  |                    |
| <i>ATOM Hit the Hill</i>   | <i>2016, 2015,</i> |
| <i>2014</i>  |                    |
| <ul style="list-style-type: none"> <li>Organized and executed ATOM's annual hit the hill day</li> <li>Presented to attendees highlighting the impact of professional involvement</li> </ul>                      |                    |
| <i>Testified to the Board of Allied Health Professionals</i>   | <i>2016</i>        |
| <ul style="list-style-type: none"> <li>Represented ATOM during a public listening session in regards to the Rules and Regulations of Athletic Training</li> </ul>  |                    |
| <i>Testified to the Joint Committee on Public Health</i>   | <i>2015</i>        |
| <ul style="list-style-type: none"> <li>On behalf of ATOM in support of An Act Relative to the Practice of Athletic Training</li> </ul>   |                    |
| <i>Provided Written Testimony and Supporting Evidence</i>  | <i>2015, 2017</i>  |
| <ul style="list-style-type: none"> <li>In support of all filed bills for ATOM</li> </ul>   |                    |

Conference & Meeting Organization

|   |               |
|---|---------------|
| <i>ATOM Young Professionals and Student Symposium</i> | 2014- 2017    |
| <i>ATOM &amp; RIATA Annual Conference</i>             | 2014- 2018    |
| <i>District 1 President's Round Table</i>             | January, 2017 |
| <i>Athletic Training Educator's Forum</i>             | June, 2017    |

**NATA Young Professionals Committee, Member** **2017- Current**

District 1 representative to NATA YP Committee

NATA Joint Committee Meeting 2018

Coordinate all District 1 State YP Representatives  
NATA Welcome to the Young Professionals Toolkit

**UNIVERSITY OF SOUTHERN MAINE**

Excellence in Academic Advising Subcommittee Member

Athletic Training Curriculum Committee Member

Health Science Curriculum Committee Member

**LASELL COLLEGE**

*Faculty Governance Executive Council*

- Vice Chair, 2014- 2016, 2017-2018
- Lead the faculty in creating a maternity leave policy
- Served as an advocate for competitive pay and equitable policies

*Program Resource Optimization Chair*

- Lead a group of 30 faculty and staff through an institutional program review
- Presented to campus community at 3 separate town hall events
- Authored a comprehensive recommendation for the institution

*Faculty Representative to Board of Trustees*

- Student Learning Committee

*Search Committee Involvement*

- Chair of the Athletic Training Faculty Search Committee
- Member of the Exercise Science Faculty Search Committee
- Member of the Exercise Science Program Director Search Committee
- Member of the Hospitality and Event Management Faculty Search Committee

*Nominations Committee Member*

**ADDITIONAL VOLUNTEERISM**

*EATA Abstract Reviewer*

2015-2017

- Assessed and rated abstracts for the 2017 EATA Clinical Symposium

*Tufts 10k for Women*  
2015

- Organized and supervised a group of student volunteers to provide medical care for runners at the finish line.

*Boston Marathon Medical Volunteer* 2013,  
2014, 2015

- Provided athletic training services to Boston Marathon runners in Medical Tent

### PROFESSIONAL DEVELOPMENT

|                         |   |                       |
|-------------------------|---|-----------------------|
| Credentials:            | BOC Certified Athletic Trainer                          | <i>June, 2008-</i>    |
| <i>Current</i>          | Licensed Athletic Trainer of Maine                      | <i>September,</i>     |
| <i>2018- Current</i>    | Licensed Athletic Trainer of Massachusetts              | <i>August, 2009-</i>  |
| <i>Current</i>          | ARC CPR/AED for the Professional Rescuer: Instructor    | <i>January, 2013-</i> |
| <i>Current</i>          | Licensed Athletic Trainer of Pennsylvania               | <i>August,</i>        |
| <i>2008- 2010</i>       | ARC CPR/AED Professional Rescuer Certification          | <i>December,</i>      |
| <i>2004- Current</i>    |   |                       |
| Conferences & Meetings: |   |                       |
| ●                       | Maine Athletic Trainer's Association Annual Meeting     | <i>October, 2018</i>  |
| ●                       | NATA Joint Committee Meeting                            | <i>January, 2018</i>  |
| ●                       | National Athletic Trainers Association Annual Symposium | <i>June, 2013</i>     |
|                         |   | <i>June, 2017</i>     |
|                         |   | <i>June, 2018</i>     |
| ●                       | State Leadership Forum                                  | <i>June, 2017</i>     |
|                         |   | <i>June, 2018</i>     |
| ●                       | Athletic Training Educators Conference                  | <i>January, 2013</i>  |
|                         |   | <i>February, 2015</i> |
| ●                       | Eastern Athletic Trainers Conference                    | <i>January, 2011</i>  |
|                         |   | <i>January, 2012</i>  |
|                         |   | <i>January, 2013</i>  |
|                         |   | <i>January, 2014</i>  |
|                         |   | <i>January, 2015</i>  |
|                         |   | <i>January, 2016</i>  |
|                         |   | <i>January, 2017</i>  |
|                         |   | <i>January, 2018</i>  |
|                         |   | <i>January, 2007</i>  |
| ●                       | CAATE Accreditation Conference                          | <i>October, 2015</i>  |
| ●                       | ATOM YP & Student Conference                            | <i>November,</i>      |
|                         | <i>2012</i>   |                       |
|                         |   | <i>March, 2013</i>    |
|                         |   | <i>March, 2014</i>    |
|                         |   | <i>March, 2015</i>    |
|                         |   | <i>March, 2016</i>    |

|                          |  |                       |
|--------------------------|--|-----------------------|
|                          |  | <i>March, 2017</i>    |
|                          |  | <i>November, 2017</i> |
| ● ATOM Annual Conference |  | <i>May, 2013</i>      |
|                          |  | <i>May, 2015</i>      |
|                          |  | <i>May, 2016</i>      |
|                          |  | <i>May, 2017</i>      |
| Membership:              | National Athletic Trainer's Association Membership           | <i>Current</i>        |
|                          | Athletic Trainers of Massachusetts Member                    | <i>2006-2018</i>      |
|                          | Association of Governing Boards of Colleges and Universities | <i>2007</i>           |

### **HONORS & AWARDS**

|   |             |
|---|-------------|
| National Athletic Trainers Association GAC Impact Advocacy Award  | <i>2018</i> |
| National Athletic Trainers Association Scholarship Recipient      | <i>2008</i> |
| Athletic Training Student of the Year Springfield College         | <i>2008</i> |
| Collegiate Sports Medicine Foundation Student Leadership Class of | <i>2007</i> |
| Athletic Trainers of Massachusetts Scholarship Recipient          | <i>2006</i> |
| Eastern Athletic Trainers Association Scholarship Recipient       | <i>2006</i> |

**Ms. Noel A. Neptune M.Ed., ATC**

141 May St.  
 Biddeford, ME 04005  
 937-728-8323 (cell)  
 noel\_neptune@yahoo.com

**Education:** *Hardin-Simmons University; Abilene, TX*  
 2002-2004

Degree: Masters of Education in Sports Recreation and Management  
 Emphasis in Fitness (3.9 G.P.A.)  
 Thesis: The Accuracy of the Baseline Evaluation for the ImPACT Test

*Wilmington College of Ohio; Wilmington, OH*  
 1998-2002 Degree: Bachelor of Science in Athletic Training (May 2002)  
 CAAHEP Accredited Program

**Experience:** *University of Southern Maine, Gorham, ME*  
 2015-present

- Athletic Training Program Director (2017-18 academic year)  
 Clinical Education Coordinator, Lecturer (2015-present)
- Assisted in the transition to a masters level AT Program
  - Completed and submitted the 2016-17 CAATE Annual Report
  - Completed and submitted the CAATE Progress Report as part of the fall 2016 accreditation site visit.
  - Assisted in preparation of the CAATE self-study report and the November 2016 site visit
  - Completed the 2017 CAATE annual report and subsequent Progress Reports
  - Assisted with the development of the Intent to Plan for the masters degree transition
  - Developed new clinical sites, including the necessary documentation and preceptor training.
  - Member of the Athletic Training Curriculum Committee
  - Member of the Health Sciences Curriculum Committee
  - Assign clinical rotations for 30+ athletic training students and visit each site
  - Faculty representative for the Athletic Training Student Association
    - Assist with Special Olympics, Kicking it to Cancer event, and Catherine's Cupboard food pantry
  - Provided CPR certification for athletic training and exercise science students
  - Search committee member for lecture in Exercise Science; Assistant Professor of Athletic Training, and Assistant Professor of Health Sciences  
 Chair of search committee for Assistant Professor of Athletic Training
  - Developed an online Capstone Exam to prepare seniors for the BOC exam
  - Courses taught:
    - SPM 210 Clinical Athletic Training Principles I (F15, F16, F17, F18)
    - SPM 211 Protective Taping/Wrapping (F15, F16, F17, F18)
    - SPM 270 Athletic Training Clinic I (S16, S17, S18, S19)
    - SPM 302 Pharmacology for Athletic Training and Exercise Science (Su18)
    - SPM 310 Clinical Athletic Training Principles II (S17, S18, S19)
    - SPM 370 Athletic Training Clinic II (F15, F16, F17, F18)
    - SPM 371 Athletic Training Clinic III (S16, S17, S18, S19)

- SPM 470 Athletic Training Clinic IV (F15, F16, F17, S19)
- SPM 495 Clinical Internship (S16, Su16, S17, Su 17, S19)
- SPM/CON 219 Lifetime Physical Fitness & Wellness (S16, Su16, Su18, W18, S19)
- NUR 682 Sports Medicine Orthopedic Evaluation and Treatment for the Primary Care Professional (Su18)

*Alderson Broaddus University, Philippi, WV*

2012-2015

Clinical Education Coordinator, Assistant Professor, Athletic Trainer

- Assign clinical rotations for 20-30 athletic training students
- Added two off campus clinical sites
- Assisted with the CAATE Annual Report
- Faculty representative for the BOT committee (2013-14), The Committee on Student Affairs (2014-2015), and AED Committee (2012-2014)
- Faculty Advisor for Athletic Training Club
  - Fund raising, Color Run, ABU Triathlon, Coaches Concussion Clinic
- WVATA Quiz Bowl Committee (2014-2015)
- Faculty Advisor for ABU Quiz Bowl Team (2013-2015)
  - Won WVATA and MAATA, made it to Nationals in 2013
- Provided medical coverage for men's soccer and softball (2012-13)
- Co-instructor for a study abroad athletic training program to Ireland (2013)
- Volunteered at the 2014 and 2015 Winter Special Olympics
- West Virginia Special Olympics volunteer coordinator for winter games (2015)
- Provided CPR instruction for coaches and other ABU employees
- Responsible for monthly checks and upkeep of campus AED's (2012-2014)
- Developed and implemented the university concussion policy
- Courses taught:
  - ATHL 221 Practicum I (F13, F14)
  - ATHL 222 Practicum II (F12, F13, F14, S15)
  - ATHL 323 Practicum III (S13, S14)
  - ATHL 324 Practicum IV (F13)
  - ATHL 425 Practicum V (F14)
  - ATHL 426 Practicum VI (S14, S15)
  - ATHL 270 Sports Injury Control and Management (S14, S15)
  - ATHL 260 Upper Extremity Evaluation (S14, S15)
  - ATHL 400 General Medical Conditions (F12, F13, F14)
  - ATHL 410 Test Taking Strategies for the BOC Exam (F12, S13, F13, S14, F14, S15)
  - HSCI 261 Strength Training and Conditioning (F13, F14)
  - PHED 315 Physiology of Exercise (F12, F13, F14)
  - PHED 335 Safety Education and First Aid (S15)

*Dayton Sports Medicine Institute; Centerville, OH*

2007-2012

Certified Athletic Trainer

- Served as a Certified Athletic Trainer for Dayton Sports Medicine Institute with clinical outreach to Wilmington College.



*Wilmington College; Wilmington, OH*

- Provided primary coverage for men's soccer, cross-country, men's basketball, men's and women's indoor and outdoor track and field, and cheerleading, including all concussion baseline testing (SCAT and ImPACT) and return-to-play decisions.
- Served as an Approved Clinical Instructor for Wilmington College Athletic Training Education Program.
- Develop and implement the college's concussion policy, as well as research into the purchase of the ImPACT concussion software.
- Assist athletic training students with research projects as a secondary author.
- Schedule and evaluate medical resident students with their Wilmington College Sports Medicine rotation.
- Developed and implemented new injury evaluation, pre-participation physical forms, referral forms, new filing system for athlete physicals and dead files.
- Schedule doctors and organize and run pre-participation physicals.
- Assist with 2011 College Health Fair, and run the 2012 Health Fair, including budgeting, scheduling of vending, set up, ordering, and publicity
- Developed and served as the Camp Coordinator of the Wilmington College High School Athletic Training Workshop. (Summers of 2008-2012)
- Record all doctor and hospital visits for all student athletes for tracking purposes.
- Courses Taught:
  - HPE 130 Sports Nutrition (S08)
  - HPE 193 Emergency Care (F09, S12)
  - HPE 192 First Aid and CPR (F10, S11, F11, S12)

*Millikin University; Decatur, IL*

2004-2007

Head Athletic Trainer, Clinical Instructor, Assistant Professor  
(July –August 2007)Assistant Athletic Trainer, Clinical Instructor, Assistant Professor  
(August 2004-July 2007)

- Provided primary coverage for men's and women's soccer, wrestling, and baseball, as well as assisting with other sports as needed.
- Served as an academic advisor to athletic training major students.
- Served as an Approved Clinical Instructor for 20-30 students for CAATE Accredited Education Program.
- Assisted with the development of the self-study for re-accreditation.
- Developed heat related illness and fluid replacement guidelines, lightning policy, and emergency action plans for all of the athletic venues.
- Implemented educational activities for the students such as volunteering at the Chicago Marathon, participating in the IATA Quiz Bowl, and professional presentations.
- Courses Taught:
  - ES 130 Prevention and Treatment of Athletic Injuries (F04, S05, F05, S06, F06, S07)

- ES 140 Standard First Aid (S07)
- ES 235 Recognition and Evaluation of Athletic Injuries II (S05, S06, S07)
- ES 328 Health Related Fitness and Nutrition (S06, F06)
- ES 332 Therapeutic Exercise (S05)
- ES 341 Practicum in Athletic Training III (F04, S05, F05, F06)
- ES 441 Practicum in Athletic Training V (F04, S05, F05, S06, F06, S07)

*Central Illinois Hand Center; Decatur, IL*

*Summers of 2005-06*

- Worked with a licensed Occupational Therapist, concentrating on wound care, post-surgical treatment, and rehabilitation with upper extremity injuries under the care of Dr. Jeffery Smith.
- Fitted patients for braces and aided in constructing splints.

*Hardin-Simmons University; Abilene, TX*

*2002-2004 Graduate Assistant Certified Athletic Trainer*

- Provide primary coverage and travel with a variety of athletic teams, including men's and women's soccer, baseball, volleyball, and tennis. Manage and organize student-athlete medical files and pre-participation physicals, including BESS and ImPACT testing.
- Serve as an Approved Clinical Instructor and supervise the undergraduate students enrolled in the Athletic Training/Sports Medicine major.

**Grants:**

- CTCL Course Design Grant \$1000 to restructure SPM 219 Lifetime Physical *Spring 2018*  
Fitness and Wellness course for the EHSS Department
- CTCL Collaborative Grant with Dominique Ross and Meredith Madden \$1000 *Fall 2018*  
for restructuring of the senior Capstone Exam

**Certifications and Awards:**

- 2015 WVATA Athletic Training Educator of the Year
- NATABOC Certified Athletic Trainer #110202104
- American Red Cross Instructor Certified: Professional Responder, Lay Responder, First Aid, AED, Blood borne Pathogens, Sports Safety, Oxygen
- Licensed Athletic Trainer in the state of Maine #AT571

**Publications:** "The Effects Of Lower Extremity Proprioceptive Wobble Board Training On Speed During A Soccer Agility Test"  
Published in the Journal Of Athletic Training, Vol. 37, #2, Supplement June 2002  
Presented at 2002 NATA in Dallas, TX in Free Communication Poster Presentations.

**MEREDITH MADDEN EdD, ATC****EDUCATION**Doctor of Education

January 2014

Boston University, Boston, MA

Major: Curriculum &amp; Teaching

Dissertation: “*Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and state mandated concussion education*”Master of Arts

May 2009

Washington College, Chestertown, MD

Major: Psychology

Bachelor of Science

May 2007

Boston University, Boston, MA

Major: Athletic Training

**TEACHING EXPERIENCE**Lecturer

September 2018-present

University of Southern Maine, Gorham, ME

- Instruct 12 credit hours per semester for the Department of Exercise, Health and Sport Sciences in the undergraduate athletic training and exercise science programs
- Collaborate with AT faculty on the Masters in Athletic Training degree transition and curriculum development
- Advise approximately 20 undergraduate students in the Department of Exercise, Health, and Sport Sciences
- Developed hybrid course delivery for *SPM216: Emergency Medical Response*

***Courses Taught:***

- *SPM216: Emergency Medical Response (Fall & Spring offerings)*
- *SPM219: Lifetime Physical Fitness and Wellness (Fall & Spring offerings)*
- *SPM381: Kinesiology*
- *SPM410: Athletic Training Principles III*
- *SPM480: Organization and Administration*

Clinical Assistant Professor and Clinical Education Coordinator

August

2016 – July 2018

Salisbury University, Salisbury, MD

- Experience in CAATE accreditation process for degree change from Bachelors to Masters of Science in Athletic Training (MSAT)
- Assisted in completion of CAATE Annual Report
- Contributed to development of new courses for Masters curriculum, including *ATTR600: A Comprehensive Approach to Health*, which focused on interprofessional practice and multicultural health perspectives
- Hosted and attended multiple recruitment sessions for MSAT at various Maryland universities and MARC-ACSM conference
- Coordinated MSAT program marketing efforts

***Clinical Education Coordinator***

- Determine and supervise clinical experience assignments for graduate students.
- Coordinated affiliation agreements for 20 new clinical sites for 2<sup>nd</sup> year graduate students across Maryland and DC.
- Develop and implement preceptor training modules for new and continuing preceptors that focus on adult learning theories, conflict resolution, and curriculum and programmatic changes.
- Designed on-line Preceptor Community site to enhance communication with and among local and remote preceptors

***Courses Taught:***

- *ATTR210: Foundations of Athletic Training*
- *ATTR479: Athletic Training Practicum*
- *ATTR501: Injury/Illness Prevention*
- *ATTR505: Risk Management Strategies*
- *ATTR555: Pathology and Assessment*
- *ATTR600: A Comprehensive Approach to Health*
  - *Psychosocial recognition and referral module, and practicum supervision*
- *ATTR605: Therapeutic Interventions*
- *ATTR655: Administration and Professional Development*
- *EXSC213: Injury Prevention and Emergency Management*

Adjunct Instructor

September

2014 – May 2016

Lasell College, Newton, MA

***Courses Taught:***

- *AT101/EXSC101: Essentials of Musculoskeletal Anatomy (Fall & Spring offerings)*

- *AT203/205: Clinical Athletic Training I*
- *AT204/206: Clinical Athletic Training II*

### **RELATED TEACHING EXPERIENCE**

#### Approved Clinical Preceptor

September

2009-May 2016

Guided clinical experiences as primary preceptor for 26 undergraduate athletic training students from Boston University to enhance critical thinking, decision-making, and professional behaviors in real athletic training situations. Supervised and mentored 6 Lasell College and Bridgewater State University athletic training students during clinical experiences with Boston College football as a secondary preceptor.

#### Invited Lectures

2008-present

Presented lectures on various sports medicine topics to coaches, administration, athletes, and community health care providers at Washington College, Chelsea High School, and Mass General Hospital Pediatrics in Chelsea, MA. Presented on the profession of Athletic Training to undergraduate Exercise Science and Community Health students at Salisbury University in Salisbury, MD.

- ◇ *Athletic Training Profession (HLTH300)*  
2017-2018
- ◇ *Concussion Awareness and Cognitive Rest*  
Spring 2013
- ◇ *Concussions and Cognitive Rest Accommodations: an update*  
Spring 2012
- ◇ *Sports Concussion Policy at Chelsea High School*  
Winter 2011
- ◇ *Concussions and Cognitive Rest Accommodation Guidelines*  
Fall 2012
- ◇ *Concussion Awareness and Cognitive Rest*  
Fall 2012
- ◇ *Sports Concussion Policy for student handbook*  
Winter 2011
- ◇ *Concussion Legislation and Policy*  
Fall 2011
- ◇ *Concussion Awareness for the Student-Athlete*  
Fall 2011
- ◇ *Concussion Education for Coaches with Dr. Kevin Heaton*  
Fall 2011

- ◇ *Nutrition for the Female Athlete (basketball and track)*  
2010-2011
- ◇ *Concussion Awareness with Dr. Matthew Pecci*  
Fall 2010
- ◇ *Common Sports Injuries in High Schools with Dr. Arturo Aguilar*  
Spring 2010
- ◇ *Basic Sports Injuries and Management for Coaches*  
Spring 2010
- ◇ *Sport Safety for Coaches (Kent County, MD)*  
Summer 2008

### CLINICAL EXPERIENCE

#### Athletic Trainer

2013-2016

Boston College, Chestnut Hill, MA

Provided athletic training services primarily for Division I ACC women's field hockey and men's football, and assisted in women's rowing coverage. In 2013, coordinated sports medicine coverage and supplies as host athletic trainer for ACC Field Hockey tournament. Administrative and other responsibilities include reviewing and updating emergency action plans and policies, and assisting with inventory for two athletic training clinics.

#### Athletic Trainer

2013-2015

Boston Militia Semi-Professional Women's Tackle Football, Somerville, MA

Provided sports medicine coverage from December to August for women's full contact football practices 1-2 days per week as well as weekly home and away competitions. Primarily responsible for the prevention, evaluation and treatment of acute injuries, but also act as a liaison for follow-up medical and rehabilitative care.

Head Athletic Trainer

2009- 2013

Chelsea High School, Chelsea, MA

As part of the outreach program through Boston University, provided care for 12 varsity and junior varsity sports teams. Supervised and coordinated pre-participation exams twice a year for all middle and high school student-athletes. Administrative responsibilities included creating policies for emergency action plans, and concussion academic and athletic protocols. Implemented CORE-AT, an electronic medical records software program with integrated outcome measures. Established professional relationships with school-based community health center (MGH Chelsea), Chelsea High School administration and guidance counselor department.

Athletic Trainer (Volunteer)

2010-2011

Get Ready Summer: Strength and Conditioning Camp, Boston, MA

Helped guide inner city student-athletes through an 8 week strength and conditioning program based on character development principles

Assistant Athletic Trainer

2007- 2009

Washington College, Chestertown, MD

Provided sports medicine coverage primarily for men's soccer, women's basketball, and baseball, and assisted with coverage for all 17 varsity and club sports. Additionally, provided outreach athletic training services for Kent County High School home competitions for varsity and junior varsity football, boy's and girls' basketball, wrestling, and lacrosse.

Athletic Trainer (Per Diem)

2007-present

Provided athletic training coverage for various events for collegiate athletes at Boston University; Boston College, including track and field/cross country, tennis, softball, baseball, and women's lacrosse; for high school athletes at Buckingham, Brown & Nichols school (MA); and Wicomico County (MD) sponsored high school and youth sports events and tournaments, including basketball and wrestling. Additionally provide athletic training and first aid services for day and overnight summer camps for a variety of sports at various institutions, including Boston College, Boston University, and Washington College.

**SCHOLARSHIP**

**Madden, M., Dodge, T., Benes, S., McCarthy, J., Laursen, R.** (January 2014). *Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and state mandated concussion education (Unpublished doctoral dissertation)*. Boston University, School of Education. Boston, MA.

- ◇ This research was conducted for a doctoral dissertation. It is a mixed-methods design that explores the knowledge, attitudes, and behaviors of Massachusetts' high school coaches regarding sports-related concussions and concussion legislation. This study was done to provide a foundation for further research on the subject and to design more effective education delivery methods.

#### Poster Presentations:

Walter, J, East, M, Brown, V, **Madden, M.** (2018, November) *Perceptions, Knowledge, and Attitudes of Inter-professional Education and Collaboration*. Poster presented at the ACSM Mid-Atlantic Regional Conference, Harrisburg, PA.

Interdisciplinary Faculty Learning Community, College of Health and Human Services. (2018, February) *Interprofessional Education Abounds*. Poster presented at Teaching and Learning Conference at Salisbury University, Salisbury, MD.

- ◇ One of three primary authors on design and content for poster **Madden, M,** Dodge, T, Benes, S, McCarthy, J, Laursen, R. (2015, June) *Knowing isn't Always Doing: High School Coaches' Knowledge Regarding Sports-Related Concussions*. Poster presented at the National Athletic Trainers' Association Clinical Symposia, St. Louis, MO.

**Madden, M,** McCarthy, J. (2011, May). *Raising Awareness: Sports Concussions and Coaches*. Poster presented at the Psychology of Coaching Teams Conference, Boston, MA.

#### Publications:

**Madden, M,** Walter, J, Dodge, T. Examining high school coaches' knowledge of sports-related concussions and mandated concussion education [In review]

**Madden, M,** Benes, S, Poloskey, L. Examining high school coaches' attitudes and perceptions of sports-related concussions and mandated concussion education [In review]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 1: Use in clinical practice. *Athletic Therapy Today*, 13(5). [Invited]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 2: How to read and interpret a CAT. *Athletic Therapy Today*, 13(5). [Invited]

#### Student Presentations (faculty mentor):

Stretz, D. (2018, April). Comparison of the likelihood of head injuries in the combative sports of Mixed Martial Arts and boxing. Oral presentation at Salisbury University Student Research Conference. Salisbury, MD.



## GRANTS AND OUTSIDE FUNDING

### *Digital Learning Innovation Grant*

October 2018

Received \$1,000.00 from University of Southern Maine Center for Technology Enhanced Learning to enhance SPM216 and improve student experience and outcomes by redesigning the course to be delivered in a blended format.

### *SeaGull Century Allocation Request*

December 2017

Received \$1,000.00 from Salisbury University Foundation to defer costs of fitness “field day” with clients from Dove Pointe, a non-profit agency that provides services for adults with disabilities

### *ATOM/Collins Sports Medicine High School Athletic Training grant*

January 2011

Received \$1,000.00 for medical and rehabilitation supplies

## SERVICE AND LEADERSHIP

### Athletic Training Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the athletic training curriculum committee to discuss curriculum changes, revisions, substitutions for the athletic training education program

### Health Sciences Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the health sciences curriculum committee to discuss curriculum changes, revisions, substitutions for the health sciences major

### Peer reviewer

August 2018

Acted as a peer reviewer for the Athletic Training Education Journal

### Wellness Field Day

Spring 2018

Salisbury, MD

Developed and coordinated “field day” event with Dove Pointe, a community agency that serves clients with various disabilities. The purpose of this event was to expose Salisbury University members to diverse patient populations to improve communication and cultural competence and

to promote physical activity in the community. Preparation of event included multiple visits to Dove Pointe with students to develop communication and cultural competence skills.

Interdisciplinary Faculty Learning Community

2017-2018

Salisbury University, Salisbury, MD

Faculty representative for athletic training on faculty committee that addresses interprofessional student and faculty activities and curriculum development for the new College of Health and Human

Services at the University. Served as secretary for the group in 2017.

Career Skills Workshop volunteer (via Young Professionals Committee)

2017, 2018

Mid-Atlantic Athletic Trainers' Association, Virginia Beach, VA

Participated in Career Skills workshop for student athletic trainers at MAATA annual symposium. Provided feedback on student resumes, and led discussion and answered student questions regarding a variety of aspects of the athletic training profession and career skills.

Medical Services – coordinator and volunteer

2016 - 2018

Provide athletic training and first aid services for large-scale community and charity events:

- Maine Special Olympics: soccer tournament hosted by Maine Special Olympics.
- SeaGull Century: a 100-mile cycling race with over 1,000 participants. In 2017, assisted in the administrative tasks and organization of medical services.
- Tim Kennard 5k: a charity 5k and 10-mile road race.
- Maryland Special Olympics: state soccer tournament hosted by the Eastern Shore division of Maryland Special Olympics. In 2017, served as medical liaison/director for Maryland Special Olympics state soccer tournament.
- Salisbury Marathon: 5k/half-marathon/marathon road race with about 1,000 participants. Collaborated with local hospital to provide medical services. Served as the Athletic Training supervisor for AT certified and student volunteers.

Eastern Shore Collaborative for Interprofessional Education (ESCIPE)

2016-2018

Salisbury University, Salisbury, MD

Representative for EXSC/ATTR programs in developing IPE opportunities for students and faculty.

Elected Salisbury University Chair in Fall 2017.

Athletics Committee – University level

2016-2018

Salisbury University, Salisbury, MD

Faculty representative on Athletics Committee to address NCAA by-laws and eligibility issues.

Visions Committee – Department level

2016-2018

Salisbury University, Salisbury, MD

Discussed topics and issues that impact the HSS department to develop strategies and action plans.

Social Committee – Chair – Department Level

2016-2018

Salisbury University, Salisbury, MD

Established a social committee for the Health and Sport Sciences department. Hosted weekly gatherings for interested faculty and staff as well as departmental celebrations (i.e. end of semester, retirements, baby showers) in order to foster collegiality, help socialize new faculty, and show appreciation of department members.

Athletic Training advocacy

2013,

2014, 2017, 2018

Boston, MA and Washington, D.C.

Attended state and national level lobbying efforts for the athletic training profession.

Athletic Training Professions Panels (various)

2011-2013, 2017

Springfield College, Springfield, MA and Salisbury University, Salisbury, MD

Sat on various panels for high school, and undergraduate students interested in pursuing a career in athletic training as well as providing an athletic training perspective on interprofessional panels.

Sigma Kappa Sorority advisor

2010-2012

Boston University, Boston, MA

Advisor to executive board for Delta Chapter of Sigma Kappa sorority at Boston University.

Student Athlete Mentor staff advisor

2008-2009

Washington College, Chestertown, MD

Supervised collegiate athletes' community service hours, including "field day" program with local elementary school

## MEMBERSHIPS AND CERTIFICATIONS

Maine Licensed Athletic Trainer (#AT731)  
2018-present

American Red Cross Emergency Medical Response Instructor  
2018-present

American Red Cross BLS for the Healthcare Professional Instructor  
2018-present

American Red Cross CPR/AED for Professional Rescuer Instructor  
2018-present

Stepping On: Fall Prevention Leader  
2018-present

Maryland Licensed Athletic Trainer (#A0000847)  
2016-present

American Heart Association BLS Instructor  
2016-present

BLS for the Healthcare Provider  
2016-present

Pi Lambda Theta Honors Society  
Inducted 2010

National Provider Identification (#1881826048)  
2009-present

Massachusetts Licensed Athletic Trainer (#1996-AT)  
2009-present

Board of Certification (#070702696)  
2007-present

National Athletic Trainers' Association member (#27815)  
2005-present

CPR and AED for the Professional Rescuer  
2004-2016

## **PROFESSIONAL DEVELOPMENT**

### National level

- National Athletic Trainers Association (NATA) Clinical Symposia 2013, 2014, 2015, 2016, 2018
- Athletic Training Educators' Conference 2017

### Regional level

- Mid-Atlantic Athletic Trainer's Symposium 2017, 2018

- Eastern Athletic Trainers' Association  
2012, 2019

#### University level

- Salisbury University Safe Space workshop  
December 2017
- Peer-to-Peer: Women's Leadership Circle Faculty Learning Community (monthly)  
2017- 2018
- Writing Across Campus advanced faculty seminar (8 sessions)  
Fall 2017
- Writing Across Campus faculty seminar (8 sessions)  
Spring 2017
- Salisbury University Faculty Development Day  
2016, 2017
- Soaring with Online Learning Program (5 week seminar)  
Spring 2017
- Salisbury University New Faculty Orientations (5 meeting series)  
Fall 2016
- Salisbury University Preceptor Training Workshop  
August 2016
- Lasell College Adjunct Faculty workshops (5 lecture series)  
Fall 2014
- Boston University Preceptor Workshop  
2011, 2012, 2013

2010,

#### Community level

- Narcan/Naloxone training workshop  
June 2018
- Health Equity Summit, University of Maryland: Eastern Shore  
April 2018
- Peninsula Orthopedics Associates CEU events:
  - 2018: "Stop the Bleed" workshop
  - 2017: Acupuncture for Athletes; Opioid and Substance Use
  - 2016: Dermatological Conditions

#### Other

- NEXUS Webinar Fundamentals of IPECP  
Spring 2018
- CDC "Head's Up" Concussion training  
August 2011

**Aaron Marston**402 Centerline Rd, Presque Isle, ME 04769 | (904) 412-6083 | [aaron.p.marston@maine.edu](mailto:aaron.p.marston@maine.edu)

## EDUCATION

Marshall University, Huntington, WV  
**M.S. in Health and Physical Education** 2003  
 Concentrations in Athletic Training and Exercise Science

University of Maine at Presque Isle, Presque Isle, ME  
**B.S. in Health and Physical Education** 1997  
 Concentration in Athletic Training

Minor in Fitness and Wellness

## AWARDS

Distinguished Teaching Award 2015---2016  
 Innovative Teaching Fellow 2014 – 2015

## TEACHING EXPERIENCE

University of Maine at Presque Isle, Presque Isle, ME  
**Clinical Coordinator of Athletic Training**

**Fall**

*Advanced Assessment and Lab*  
*Biomechanics*  
*Therapeutic Modalities*  
*Therapeutic Interventions I (directed study)*

**Summer**

*Intro to Athletic Training (directed study)*  
*Athletic Training Clinical I (directed study)*

**Spring**

*Lower Extremity Evaluation and Lab*  
*Structural Kinesiology (2 sections)*  
*Therapeutic Interventions II*  
*Athletic Training Clinical II*  
*Science of Strength and Conditioning (co-taught)*  
*Strength and Conditioning (directed study)*

2017-2018

**Fall**

*Upper Extremity Evaluation and Lab*  
*Biomechanics*  
*Therapeutic Interventions I*

**Spring**

*Lower Extremity Evaluation and Lab*  
*Structural Kinesiology*  
*Therapeutic Interventions II*  
*Athletic Training Clinical II*  
*Science of Strength and Conditioning*

2016-2017

**Instructor of Athletic Training****Fall**

*Techniques of Athletic Training*  
*Upper Extremity Evaluation and Lab*  
*Biomechanics*  
*Therapeutic Interventions I*

**Spring**

*Lower Extremity Evaluation and Lab*  
*Structural Kinesiology*  
*Therapeutic Interventions II*

2015-2016

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

**Instructor of Athletic Training**

**Fall**

*Techniques of Athletic Training*  
*Upper Extremity Evaluation and Lab*  
*Therapeutic Modalities*  
*General Medical Conditions for the Athletic Trainer*

**Spring**

*Lower Extremity Evaluation and Lab*  
*Structural Kinesiology*  
*Therapeutic Exercise and Rehabilitation and Lab*  
*Science of Strength and Conditioning*

**2014-2015**

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

**Adjunct Instructor**

**Fall**

*Techniques of Athletic Training*  
*Lower Extremity Evaluation and Lab*  
*Therapeutic Modalities*  
*General Medical Conditions for the Athletic Trainer*

**Spring**

*Lower Extremity Evaluation and Lab*  
*Structural Kinesiology*  
*Therapeutic Exercise and Rehabilitation*  
*Science of Strength and Conditioning*

**2013-2014**

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

**Adjunct Instructor**

**Fall**

*Motor Learning*  
*Upper Extremity Evaluation and Lab*  
*Therapeutic Modalities*

**Spring**

*Lower Extremity Evaluation and Lab*  
*Structural Kinesiology*  
*Science of Strength and Conditioning*

**2012-2013**

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

RELATED EXPERIENCE

|  |  |
|--|--|
| <p><i>Founder and Owner</i><br/> <i>Next Level Training, Presque Isle, ME</i></p> <ul style="list-style-type: none"> <li>● Designed and developed a new sports training and adult fitness facility</li> <li>● <i>Conduct regular classes for all ages and abilities for members of the Presque Isle community</i></li> <li>● Regular guest on WAGM TV's "FitSource Friday's"</li> </ul> <p><i>Consultant</i><br/> <i>NMCC, Presque Isle, ME</i><br/> <i>Kinetix Sports Performance, Valdosta, GA</i><br/> <i>SET Sports Performance, Jacksonville, FL</i><br/> <i>The HIT Center, Jacksonville, FL</i></p> | <p>03/14-Present</p> <p>06/12-08/14</p> <p>04/03-06/12</p> |
|--|--|

*Executive Director*

The High Intensity Training Center, Jacksonville, FL

Clinical Athletic Training

- Developed ACL screening and prevention program in partnership with the University of North Florida
- Created and implemented a functional movement screening process complete with a corrective exercise prescription to prevent injury and address prior imbalances
- Provided superior and expedient results to injured athletes at all stages of the healing process to safely return them to competition at the highest level
- Worked closely with Heartland Physical Therapy, our in house physical therapy provider to safely assess and progress all rehabilitating clientele
- Instituted Impact Testing on site for concussion assessment and worked with medical director on return to play decisions
- Evaluation and documentation of sports therapy cases, daily taping and bracing of athletes, writing and developing protocols, emergency action planning

Education and Mentoring

- Site supervisor for athletic training, exercise physiology, strength and conditioning and sports management interns from local and regional universities. (12-15 interns annually)
- Guest lecturer at the University of North Florida, Jacksonville University, Heritage Institute, Jacksonville Sports Medicine Program, City of Jacksonville, Police and Fire
- Developed staff education initiative by teaching weekly educational in-services and getting over 90% of the staff nationally certified
- Developed educational outreach initiative to scholastic coaches locally to impart proper warm up, injury prevention and performance enhancement into their athletic programs
- Mentor ATCs, strength coaches and exercise physiologists daily

Strength and Performance

- Over 100 athletes trained for the National Football League and Major League Baseball
- Developed a multiple level progressive athletic performance program and use it to prepare hundreds of athletes annually for their next level of competition
- Perform advanced athletic ability assessments and physiological testing and interpret the data to determine optimal course of action
- Educate athletes on sports nutrition for proper weight gain, weight loss and performance enhancement
- Provide the vision and direction for a world class Olympic training center

Administration and Management

- Responsible for all aspects of personnel management including determining position needs, hiring, training and development, evaluation and promotion, and firing
- Create and work within a million dollar annual budget, reporting to ownership monthly, quarterly and annually
- Establish the vision, strategy and direction for the company
- Oversaw entire rebranding project including marketing plan, pricing strategy, incentive and referral plans, social media and website
- Identified weaknesses in processes and developed systems to efficiently handle a large volume of traffic with exceptional results and customer service

Partnerships and Outreach

- City of Jacksonville – Health Intervention Program, Police and Fire Cardiopulmonary Screening, Fit for Duty assessments
- Heartland Rehabilitation – established partnership and lease agreement
- Jacksonville Sports Medicine Program – Member, site host, and presenter
- Health Source Magazine – Advisory Board and contributor
- Executive Advantage Magazine – Advisory Board and contributor
- University of North Florida and Jacksonville University – Guest Lecturer and Internship site supervisor

Graduate Assistant Athletic Trainer  
Marshall University, Huntington, WV

2001-2003

- Primary athletic trainer for men's soccer



- Speed, agility and conditioning coach for men’s soccer
- Responsible for clinical education and supervision of 2-3 students

Director- The Health and Wellness Center 1998-2001  
 County Physical Therapy, Presque Isle, ME

- Designed and equipped a 10,000 square foot modern health and wellness center
- Developed and implemented all facets of staff, program and facility operations
- Established performance enhancement camps for area high school sports teams
- Conducted orientation meetings, assigned duties and evaluated performance of employees

Clinical Instructor/Assistant ATC 1999-2001  
 University of Maine at Presque Isle, Presque Isle, ME

- Instructed student athletic trainers on evaluation, recognition and appropriate treatment of athletic injuries
- Evaluated and critiqued the progress and abilities of student athletic trainers
- Evaluated, treated, managed, rehabilitated and prevented athletic injuries and illnesses

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**PROFESSIONAL CERTIFICATIONS AND MEMBERSHIPS**

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|   |               |
|---|---------------|
| Approved Clinical Instructor                        |               |
| NATABOC Certified Athletic Trainer                  | #079802490    |
| NSCA Certified Strength and Conditioning Specialist | #999805       |
| National Athletic Trainers Association              | #975244       |
| National Strength and Conditioning Association      | #98-05-15-001 |
| First Aid/CPR Certified - American Red Cross        |               |
| NATA Member   |               |
| MATA Member   |               |

## **Barbara J. Blackstone**

### *Home*

144 West Ridge Road  
Easton, Me 04740  
207.488.6915  
207.768.0453 cell

### *Work*

University of Maine at Presque Isle  
181 Main Street  
Presque Isle, Me 04769  
207.768.9415 office  
barbara.blackstone@maine.edu

## **Education**

### College and University Education

- Master of Sport Science in Sports Medicine. United States Sports Academy, 2001
- Bachelor of Science in Physical Education, Athletic Training Emphasis.  
University of Maine at Presque Isle, 1991

## **Employment**

### Professional Employment

- Dean, College of Professional Programs and Education 2016-present
- Interim Dean, Chair of the College of Professional Programs, College of Education Spring 2014-2016
- Interim Chair College of Professional Programs, College of Education Fall 2013
- Associate Professor, ATP Coordinator 2009 to present
- Assistant Professor, Program Director, Clinical Coordinator of the Athletic Training Education 2004-2008
- Interim Program Director Athletic Training Education Program, University of Maine at Presque Isle, Fall 2001, Fall 2003.
- Head Athletic Trainer, lecturer, clinical instructor, University of Maine at Presque Isle 2001-2004.
- Senior Women Administrator of Athletics, University of Maine Presque Isle, 2003-present
- Sports Medicine Interim Director Sezak Summer Camps University of Maine 2001
- Assistant Athletic Trainer, Clinical Instructor University of Maine at PI 1999- 2001
- Head Athletic Trainer, Easton High School 1992-2001
- Physical Therapy Aid, Athletic Trainer, County Physical Therapy 1991-1992

## **Professional Memberships**

### Professional Organization Memberships

National Athletic Trainers Association  
NATA-Board of Certification

Maine Athletic Trainers Association  
Eastern Athletic Trainers Association  
American Heart Association

## Teaching and Advising

### UMPI courses taught since

2009

AT Clinical IV F' 10, F'12, S'12

Independent Study S'12, S'13

Introduction of Athletic Training and Fitness Professionals S'09, S'10, S'11. S'12, S'13

Assessment of Lower Extremities S'09, S'10, S'11. S'12, S'13

Assessment of Lower Extremities Lab S'09, S'10, S'11. S'12, S'13

Assessment of Upper Extremities F' 09, F'10, F'11, F'12

Organization and Administration of Athletic Training F' 09, F'10, F'11, F'12, F'13,  
F'14, F'15 F'16, F'17

General Medical Conditions and Pharmacology F' 09, F'10, F'11, F'12 First

Year Seminar F'10, F'11, F'12, F'15, F'15

Therapeutic Interventions I F'15

Therapeutic Rehabilitation S'09, S'10, S'11. S'12, S'13

Strength Training Technique's and Conditioning Program Design S'10, S'13

Field Work Experiences S'10, F'10, S'11, F'12, S'12, (summer '10, '11, '12, 1 4) S' 13, F'15  
S'16, F'16. S' 17, F'17, S,'18

Practicum Physical Education F'09, S'10, S'11, S'14 Summer '10, '11, and  
12,13,14,15,17 S'12, S'15. S'16. S'17

Athletic Training Senior Capstone S'16, F-S'16-17

### Curricular Innovations

- Develop Exercise Science Program replacing the Physical Education non-teaching degree, including health and fitness, self-design and pre health care concentrations.
- Developing a collaborative partnership with UMaine for a Masters in Athletic Training between both university, developing an undergraduate program for an on ramp for athletic training and exercise science degree (undergrad)
- Currently developing a massage therapy certification and a AA in Massage Therapy practitioner
- Physical Education degree alignment with the College of Education
- Developed within the College of Professional Programs – Communications course with Jean Cashman, Carolyn Dorsey and Kim Jones
- Therapeutic Interventions I developed by combining Therapeutic Modalities and Phys/Social Strategies with Aaron Marston
- Aided in development of Physical Therapy assistant program at UMPI
- Rewrite of course descriptions and development of new courses for ATEP
- Continue to develop Fitness and Wellness emphasis area in PE-non teaching, Sports Management, and Sports Journalism Programs.
- Developing new course descriptions and titles for clarification in ATEP.
- Developed Capstone Course for ATEP
- Steering committee for Proficiency Based Education
- Develop Essential Learning Outcomes with Committee

Advising

Academic Advisor for all Athletic Training Students and the PE non- teaching students  
 Advisor for Athletic Training Students Club 2001-present  
 Advisor for Student Athletic Advisory Council 2007-present  
 Advisor for Collegiate FFA 2006-present

**Scholarly Activity**Accreditation

- CAATE Site Visitor
- CAPTE Site Visitor – administration team member, Review Team Member
- “Transition from Education to the Workplace: A Grounded Theory Investigation of Early Career Athletic Trainers" Jacobs Publishers LLC 2016 with Dr. Christopher Nightingale
- CAPTE Site Visitor Training April 2016
- CAATE Review team training Jan 2018, Oct 2018
- Lunch and Learns and PD on campus 20 hours 2015-2017
- Self-Study Document for ATEP at UMPI 2008, 2013
- Assisted in the candidacy and self-study documents for PTA program 2011-2013
- University of Maine at Presque Isle Athletic Training Program Policy and Procedure Manual 2013, 2016
- Continued accreditation documentation for the ATP  
 - Electronic Records Annual Report October 2013, 2014, 2015, 2016.
- Continuing Education Reporting Form December 2013
- CAATE Site Visitor Training Fall 2006-Spring 2007, spring 2013 - summer of 2013
- MAPHERD Guest Lecturer November 2011
- Guest Speaker at Maine Association of School Nurses Region 5 October 2011
- Development of Course Matrix
- Development of Master Evaluation Plan
- Comprehensive Master Plan Fall 2010- present
- Category A- BOC Approved Provider Programs Fall 2011- See Professional Activity

Other

American Heart Association BLS Instructor Course March 2008, 2010, 2011, 2012, 2016

Book and DVD review for Delmar/Cengage Learning MANN Project, LOWER EXTREMITY DVD April 2009

### **Professional Activity**

Dean, College of Professional Programs 2017-present  
 NATA ECE committee member 2015-present  
 Interim Dean, College of Professional Programs and Education 2016-2017  
 Chair of the College of Professional Programs, College of Education 2014  
 Interim Chair College of Professional Programs, College of Education 2013-2014  
 Maine Athletic Trainers Association President 2012-2014  
 Vice President for the Maine Athletic Trainers Association 2008-2012  
 Chair of UMPI Faculty Assembly 2012 -2013

#### Professional Meetings Attended 2009-2017

**Hanley Leadership Institute** Sept 2011 to April 2012  
 UMPI Lunch and Learn – numerous in the last four years 30 hours.

#### **MATA Maine Athletic Trainers Association**

MATA Fall Meeting November 2016  
 MATA Fall Meeting November 2015  
 Northern New England Athletic Training Conference June 2015  
 Evidence Based Medicine for Beginners June 2015  
 Novel Approaches to Evidence Based Practice: How Athletic Trainers Integrate EBM into Practice June 2015  
 Educational Session March 2014 (Post-Concussion Syndrome)  
 Educational Session November 2013  
 10th Annual Education Session March 2013  
 Fall Meeting and Education Session November 2012  
 9th Annual Educational Session and Awards Banquet March 2012 Fall Meeting November 2011  
 8th Annual Education Session and Awards Banquet March 2011  
 Summer AT Workshop July 2010  
 7th Annual Educational Session and Awards Banquet March 2010  
 Annual Fall Meeting Nov 2009

#### **Maine Conferences**

Northern New England Symposium June 2018  
 MCMI Level 2 Advanced Concussion Management April 8, 2016  
 Positional Release Therapy Institute June 2015  
 Maine General Sports Medicine and Colby College “Burnout in Men’s Lacrosse” May 2015  
 Maine General Sports Medicine and Colby College Sports Medicine “A review of ACL injuries in Female Athlete May 2011  
 Concussion Management in Sports Nov 2009  
 Men’s Lacrosse: Equipment Analysis, Emergency Conditions and Care May 2012  
 Maitland Mobilization Techniques June 2010  
 Maine Concussion Management May 2010  
 Today’s Hip Pain in Adolescents and Vestibular Rehabilitation May 2010  
 Pain Reflex Release Techniques May 2010

Myofascial Release Techniques March 2010

**BOC Board of Certification**

Athletic Trainers Regulatory Conference July 2013

**NATA National Athletic Trainers Association**

69<sup>th</sup> NATA Clinical Symposium 2018

68<sup>th</sup> NATA Clinical Symposium 2017

2017 Athletic Training Educator's Conference Feb 2017 67<sup>th</sup>

NATA Clinical Symposia 2016

66 NATA Clinical Symposia 2015

NATA Athletic Training Educator's Conference 2015

Annual Meeting and Clinical Symposia 2014

Youth sports Safety Summit Feb 2014

AT Ethics and Professional Responsibility in the Age of Social Media  
January 2013 Annual

Meeting and Clinical Symposia June 2012

Capitol Hill Day – How to Effectively Lobby February 2011 ATEC

Athletic Training Educator's Conference February 2011

Workshop August 2010

NATA Clinical Symposia June 2013

Annual Meeting and Clinical Symposia June 2010

Athletic Training Educator Conference Feb 2009

Evidence Based Practice Workshop Feb 2009

**EATA Eastern Athletic Trainers Association**

Annual Meeting and Clinical Symposia January 2019

Annual Meeting and Clinical Symposia January 2018

Annual Meeting and Clinical Symposia January 2017

Annual Meeting and Clinical Symposia January 2016

Annual Meeting and Clinical Symposia January 2015

Incorporating Injury Surveillance into Clinical Decision Making January 2015 Sensory  
Targeted Ankle Rehabilitation Strategies-Functional Improvement of the  
STARS January 2015

Integrating Qualitative Research into Investigations of Organizational  
Infrastructure and Work-Life Balance January 2015

Central and Peripheral Nervous System Adaptations Across the Spectrum of ACL  
injury and Reconstruction: Implications for an Evidence Based Treatment  
Approach January 2015

Annual Meeting and Clinical Symposia January 2014

Annual Meeting and Clinical Symposia January 2013

Annual Meeting and Clinical Symposia January 2012

**NATA – Education Committee and CAATE**

CAATE Review Team Training January 2018, October 2018

Athletic Training Educator's Conference February 2017

Teaching Critical Appraisal and Application of Research Findings Feb 2015  
 CAATE Update and Open Forum Feb 2015  
 Athletic Training Educators' Conference Feb 2015  
 Ask the Commission: Professional and post Professional Education January 2013  
 Athletic Training Educators' Conference January 2013  
 Athletic Training Educator's Forum November 2011  
 ACI Training August 2011

**CATA Canadian Athletic Therapist Association**

46th Canadian Athletic Therapist Conference May 2012

**APTA American Physical Therapy Association**

Self- Study Workshop June 2010

**Awards**

**Maine Athletic Trainers Hall of Fame** November 2012

**U-Maine Presque Isle Distinguished Teaching Award** April 2014

Honorable Mention Charles Bonin Work Ethic Award 2017

Professional Certification\Licenses

National Athletic Trainers Association #914639

National Athletic Trainers Board of Certification # 119202415 State  
 of Maine Athletic Trainers License #AT5

American Heart Association CPR, AED, First Aid Instructor 03112357175

**Service**

Campus Service

*Search Committee*

Ski Coach 2018

Baseball Coach 2018

Facilities Director

Nordic Ski Coach / Admissions Counselor 2017

Softball Coach 2014

SSS Assistant Director 2014

Residential Life Director 2014, 2016

Baseball Coach 2013

Women's Basketball Coach 2011, 2013, 2016

Men's Basketball Coach 2011, 2014, 2017

Student Support Specialists 2012

Biology – Genetics focus 2012

Biology Faculty – A&P focus 2012

*Search Committee Chair*



Athletic Director 2017  
 Houlton High Education Center Director 2015  
 Admissions Counselor 2015, 2016  
 Assistant Athletic Trainer 2012 Women's  
 Volleyball 2012

President's Cabinet 2016-present Strategic  
 Planning Committee 2014-2015 Provost  
 Council 2014- present  
 Student Success Advisory Board 2014-2015,  
 Teaching and Learning Steering Committee 2017-present  
 Enrollment Management Committee 2015-present  
 Chair of Academic Standards Committee 2011-2013 Member  
 of Academic Standards Committee 2010- 2014 Member of  
 the IRB 2008-2012  
 Collegiate FFA advisor -2005- present  
 Alcohol and Substance Abuse Task Force 2013-present  
 Health and Wellness Task Force 2015

#### Professional Service Activities

CAATE Review Team 2018 -  
 CAATE Site Visitor since 2006  
 CAPTE Site Visitor since 2015  
 NATA ECE 2014-present EATA  
 Quiz Bowl 2016-present  
 Maine Athletic Trainers Association Past President 2015  
 Maine Athletic Trainers Association President 2012-2014  
 Maine Athletic Trainers Association Vice President Nov 2008-2012  
 Maine Athletic Trainers Day at the Legislature April 2003, March 2004, April 2005,  
 March 2006, March 2008, March 2012  
 Maine Winter Sports –volunteer coverage of Nordic and Biathlon Events 2000-present UMPI  
 Host – Maine School Nurse Association Fall Meeting October 2006, 2011

#### Public Service Activities

Easton Kiwanis Club member and club officer 1994-present  
 Maine FFA convention coordinator 2001-2014  
 Easton Field Day Committee 1996-present  
 Youth Triathlon September 2012 and 2013  
 Carrabec High School- Wellness Conference Key Note Speaker April 201

**CURRICULUM VITAE**  
Christopher Nightingale EdD ATC  
**Spring 2019**

**Last Updated: May 2019**

**Personal and Professional Information**

Born: June 3, 1972  
Home Address: 28 Canoe Club Road  
Hampden. ME 04444

**Education**

***University of Maine, Orono (1995)***

Orono, ME  
B.S. (With High Distinction)  
School of Education  
Department of Health, Physical Education, and Recreation  
Specialization in Health Fitness Education

***University of Massachusetts, Amherst (1999)***

Amherst, MA  
M.S.  
School of Public Health  
Department of Exercise Science  
Specialization in Exercise Physiology

***Boston University (2009)***

Boston, MA  
Ed.D.  
Curriculum and Instruction.  
Specialization in Physical Education, Health Education, and Coaching  
Dissertation Title: "Inducting and Mentoring New Physical Education Teachers Grade K-12."

**Professional Employment History**

***Massachusetts Institute of Technology (1998-2006)***

Cambridge, MA  
Assistant Athletic Trainer

- Provided prevention and care of athletic injuries for 41 intercollegiate athletic teams
- Served as Approved Clinical Instructor for athletic training students at 3 area universities
- Served as Direct Supervisor of Northeastern University Cooperative Education Student Program

***Maine Maritime Academy (2006-2008)***

Castine, ME

Head Athletic Trainer

- Oversaw all aspects of the prevention and care of athletic injuries for 11 intercollegiate athletic teams
- Oversaw a staff of seven work-study students, including emergency care training
- Maintain medical records and budgeting and inventory of medical supplies

***University of Maine (2008-2015)***

Orono, ME

Lecturer – Athletic Training Clinical Education Coordinator

- Oversees all aspects of Clinical Education for students in Athletic Training Education Program
- Teach a full course load of classes in the Kinesiology and Physical Education Programs
- Serve as Faculty Adviser for students in the Kinesiology and Physical Education Programs
- 

***University of Maine (2015-present)***

Orono, ME

Assistant Professor of Athletic Training and Physical Education

- Teach a full course load of classes in the Kinesiology, Physical Education and Athletic Training Programs
- Serve as Faculty Adviser for students in the Kinesiology, Physical Education and Athletic Training Programs
- Developing concurrent research lines to investigate Professional Socialization in Athletic Training and Balance Adaptations in Older Adults to Mitigate Fall Risk
- Serve as Program Coordinator for KPEAT Programs

### **Professional Activities**

***Approved Clinical Instructor***

Athletic Training Education Programs

- Oversaw Clinical Education Experience of Athletic Training Students at various stages of education with emphasis on equipment intensive and upper and lower extremity intensive clinical education experiences
- Boston University (9-01 to 12-06)
- Lasell College (9-00 to 12-06)
- Northeastern University (9-98 to 12-06)

***Part-time Faculty/Lecturer***

Bouve College of Health Science

Department of Athletic Training Education

Northeastern University (Summer Term 2002)

Boston, MA

- Taught Soft Tissue Massage Class in Athletic Training Curriculum

***Part-time Faculty/Lecturer***

School of Education

Department of Curriculum and Instruction

Boston University (9-03 to 12-06)

Boston, MA

- Taught a variety of undergraduate and graduate level courses within the Human Movement Program.
- Oversaw day to day operations of Tuesday-Thursday Physical Education Program.

***Clinical Assistant Professor/Lecturer/Clinical Education Coordinator***

College of Education and Human Development

Athletic Training Education Program

University of Maine (1-08 to 7-15)

Orono, ME

- Oversees all aspects of Clinical Education for students in Athletic Training Education Program
- Teach a full course load of classes in the Athletic Training Education Program.
- Serve as Mentor for Undergraduate Research Opportunities
- Design and Implement Approved Clinical Instructor Training Programs for preceptors in our program

**Service**

***University of Maine Honors Council***

- Represent COEHD on UMaine Honors Council 2013-2017

***University of Maine COEHD Curriculum Committee***

- Committee Member 2013-2017

***University of Maine COEHD Information Technology Committee***

- General Committee Member 2011-2012
- Committee Secretary 2012-2013

***University of Maine Search Honors Dean Search Committee***

- 2012-2013 Academic Year

***University of Maine KPE Faculty Search Committee***

- 2012-2013 Academic Year
- 2015-2016 Academic Year
- 2018-2019 Academic Year

***University of Maine KPE Faculty Search Committee Chair***

- 2014-2015 Academic Year
- 2015-2016 Academic Year
- 2018-2019 Academic Year

***University of Maine Faculty Senate*** (Includes serving on Constitution, Program Reorganization, and Research and Scholarship Committees)

- 2017-Present

***Contributor: Maine Schools in Focus***

- Contributed “Teaching Physical Literacy to Address Statewide Health” 2/2018

***Maine Association for Health, Physical Education, Recreation, and Dance***

- Board of Directors 2018-Present

### **University Courses Taught**

**UM-EHD 657-Educational Practicum**

**UM-EHD 691-Graduate Internship**

**UM-KPE 100-Introduction to Athletic Training**

**UM-KPE 202-Athletic Training Clinical Skills II**

**UM-KPE 250-First Aid and Emergency Care**

**UM-KPE 262 – Methods of Teaching Physical Activity**

**UM-KPE 270 - Motor Development and Learning**

**UM-KPE 271 – History and Philosophy of Physical Education**

**UM-KPE 301-Athletic Training Clinical Skills III**

**UM-KPE 364-Curriculum and Instruction in Elementary Physical Education**

**UM-KPE 365 – Curriculum and Instruction in Secondary Physical Education**

**UM-KPE 372 – Statistical Measures In Physical Education**

**UM-KPE 376 – Kinesiology**

**UM-KPE 377-Biomechanics**

**UM-KPE 383-Organization and Administration of Athletic Training**

**UM-KPE 386-Assessment of Lower Extremity Pathologies and Injuries**

**UM-KPE 387-Therapeutic Exercise for Athletic Rehabilitation**

**UM-KPE 427- Internship / Capstone Project**

**BU-SED PE 301-Modes and Models of Teaching Physical Education**

**BU-SED PE 513-Tuesday/Thursday Program Student Teaching Pre-Practicum**

**BU-SED PE 580-Student Teaching Practicum: Physical Education, PreK-8**

**BU-SED PE 581-Student Teaching Half Practicum: Physical Education, PreK-8**

**BU-SED PE 582-Student Teaching Practicum: Physical Education, Grades 5-12**

**NU-ATEP 1450-Soft Tissue Massage and Joint Mobilization**

### Conference Presentations

*A Physical Education Mentoring Program to Improve Retention and Performance (Poster Session)*, **AAHPERD National Convention and Expo 2010**, March 19, 2010 \*\*

*The New NATA Competencies: What it Means for ATCs (Presentation)*, **MATA State Education Meeting**, November 4, 2011

*Arm Care and Conditioning (Presentation)*, **Bangor Baseball Coaches Clinic**, March 17, 2012

*Implementing the new concussion management policy: What every school needs to know (Presentation)*, **MAHPERD Annual Meeting**, November 4, 2013

*Concussion Management Strategies and Resources (Presentation)*, **MAHPERD Annual Meeting**, November 8, 2016\*\*

*Does the Four-Stage Balance Test Accurately Predict Fall Risk in Senior Citizens?* **SHAPE America National Conference**, March 8, 2017 \*\*

*Teaching Ethics to Pre-service Physical Educators (Presentation)*, **SHAPE America Eastern District Conference**, January 29, 2018 \*\*

*The Importance of Teaching Soft Skills in the PETE Curriculum (Presentation)*, **MAHPERD Annual Meeting**, November 5, 2018 **SHAPE America National Conference, Tampa, FL**, April 10, 2019 \*\*

\*\* Indicates Peer Review Conference Presentation

### Publications

“Details for a Physical Education Specific Mentoring Program” Research Review Section in Dimensions of Physical Education L.E. Ciccomascolo & E.C. Sullivan (2013). Jones & Barrett Learning Books.

“Correlations among BESS, ImPACT, and Optogait performance by NCAA Division I Women’s soccer players [abstract]. M.A. Engelson, R. Bruns, **C.J. Nightingale**, K.M. Bardwell, C.A. Mason, S. Tu, L. Nelson, S.A. Butterfield (2014). *The 2014 Chiropractic Sports Sciences Symposium abstracts*.

**Recipient of the John N Nash Award for Best Multi-Disciplinary Abstract.**

“Transition from Education to the Workplace: A Grounded Theory Investigation of Early Career Athletic Trainers” C.J. Nightingale, B. Blackstone, S.A. Butterfield (2016). *JJ Sport Med* 3(3) 23-30. \*\*

“Validation of the OptoGait System for Concussion Assessment and Management in Intercollegiate Soccer Players” M.A. Engelson, R. Bruns, **C.J. Nightingale**, K.M. Bardwell, C.A. Mason, S. Tu, L. Nelson, S.A. Butterfield (2017) *JCM* 16(2) 163-169. \*\*

“Does the Four-Stage Balance Test Accurately Predict Fall Risk?” **C.J. Nightingale**, M.A. Engelson, S.A. Butterfield, R. Bruns, C.A. Mason, S.N. Mitchell (2017) *RQES* 88 suppl.1 A-24. \*\*

“PACER Performance of Children Aged 11-14 with Attention-Deficit Hyperactive Disorder” T. Martinson, S.A. Butterfield, C.A. Mason, S. Tu, R.A. Lehnhard, **C.J. Nightingale** *Ped Exer Sci* (30(2) 237-242). \*\*

“Children’s Throwing and Striking: A Longitudinal Study” R.M. Angell, S. A. Butterfield, S. Tu, E. M. Loovis, C.A. Mason, **C.J. Nightingale** (2018) *JMLD* 6(2) 315-332. \*\*

“Validation of Timed Up and Go Test for Assessing Balance Variables in Adults Aged 65 and Older” **C.J. Nightingale**, S.N. Mitchell, S.A. Butterfield (2019) *JAPA* 27(2) 230-233. \*\*

\*\* Indicates Peer Reviewed Journal Articles

### **Elected, Appointed, and Volunteer Experiences**

#### **National Athletic Trainers Association Board of Certification**

*Test Site Administrator and Testing Materials Coordinator* (6/98-1/04)

Administered and assisted in the administration of the national certification examination for prospective athletic trainers.

#### **Home Study Reviewer** (12/10-12/13)

Review potential continuing education programs to determine appropriateness for credit for certified athletic trainers.

#### **Maine Athletic Trainers Association**

*Honors and Awards Committee Chair* (2/09-11/13)

Review and select best nominees for recognition for professional awards granted by Maine Athletic Trainers Association

#### **National Athletic Trainers Association Athletic Training Educators Conference**

*Session Moderator* (February 2011)

Served as session moderator for Breakout Session “Teaching Special Test Evidence” at National Conference for Athletic Training Educators

#### **Board of Certification State Regulatory Conference**

*State of Maine Representative* (July 2015)

#### **National Athletic Trainers Association Foundation**

*National Scholarship Review Committee District Representative* (11/15 to present)

Represent NATA District One (New England States) on National Committee to review and select best candidates to receive scholarships and educational grants via the NATA Foundation.

#### **Jones and Bartlett Learning**

*Reviewer for Concepts of Athletic Training Text 7<sup>th</sup> ed.*

Reviewed lower extremity injury diagnosis and treatment chapters and suggested edits to publisher to improve newer edition

**Jones and Bartlett Learning**

**Reviewer for Preventing Sudden Death in Sport and Physical Activity 2<sup>nd</sup> ed.**

Reviewed text and suggested edits to publisher and authors to improve newer edition

**Reviewer: Journal of Chiropractic Medicine**

Reviewer of Original Research Articles and Case Studies in Sports Medicine Section.

**Member: Maine AHPERD Board of Directors**

Participate in Board Promotional Activities and Conference Planning for 2019 MAHPERD Conference.

Represent Maine AHPERD at National SHAPE America Conference annually in April.

### **Memberships and Professional Affiliations**

National Athletic Trainers Association

Athletic Trainers of Massachusetts

Maine Athletic Trainers Association

Society of Health and Physical Education Professionals of America

Maine Alliance of Health, Physical Education, Recreation and Dance

### **Grants and Funding Projects**

April 2016 – University of Maine College of Education and Human Development Seed Grant – approximately \$32,000 to support equipment and personnel to conduct a research project evaluating balance in senior citizens.

March 2018 - University of Maine Center on Aging Faculty Travel Support Grant - \$1500 conference travel support award

April 2018 – Bangor Savings Bank / Lyndon Paul LoRusso Travel Fund Grant - \$1100 conference travel support award

October 2018 – MAHPERD Conference Support Grant - \$250 conference travel support award

### **Professional References**

1. Dr. Jim Artesani – Associate Dean for Graduate Education, Research, and Outreach. University of Maine. Email: [arthur.artesan@maine.edu](mailto:arthur.artesan@maine.edu) Phone: 207-581-4061.

2. Dr. Mary Ellen Mahoney-O’Neil – Associate Dean for Academic Services. University of Maine. Email: [maryellen.mahoneyoneil@maine.edu](mailto:maryellen.mahoneyoneil@maine.edu) Phone: 207-581-2412.

3. Dr William Dee Nichols – Professor of Literacy Education and Vice President of Faculty Senate. University of Maine. Email: [william.nichols1@maine.edu](mailto:william.nichols1@maine.edu) Phone: 207-581-3117.





**Curriculum Vitae**

Kazuhiko Yanagi  
 5740 Legyel Hall, Room 104  
 Orono, Maine 04469  
 207-581-0446  
 kazuhiko.yanagi@maine.edu

**Education:****Doctor of Philosophy in Education**

Specialization in Kinesiology  
*University of Hawaii, Manoa, Honolulu, HI*

Anticipated graduation: December 2019

**Master of Arts in Teaching**

Physical Education Endorsement  
*Hastings College, Hastings, NE*

May 2007

**Bachelor of Science in Kinesiology and Physical Education**

Option in Sports Psychology and Coaching  
*California State University, Long Beach, Long Beach, CA*

December 2003

**Experience/ Work History:*****University of Maine, Orono, Orono, ME***

Lecturer of Athletic Training, August 2016 – present

- Instruction of undergraduate Kinesiology and Athletic Training courses, including KPE 250 Prevention and Care of Athletic Injuries, KPE 202 Athletic Training Clinical Skills II, KPE 301 Athletic Training Clinical Skills III, and KPE 387 Therapeutic Exercises for Musculoskeletal Injuries
- Serving as an academic advisor for the athletic training students
- Committee member assignment: College of Education Diversity and Difference Committee (August 2016 – present)
- Assistance in coordination of clinical rotation sites for the athletic training students

***University of Hawaii, Manoa, Honolulu, HI***

Doctoral Graduate Assistant, August 2011 - May 2014

- Instruction of University of Hawaii, Manoa (UHM) undergraduate Kinesiology courses, including, but not limited to: Administration in Athletic Training, Exercise Science, & Health Care, First Aid and Emergency Care, Introduction to Sports Medicine, Lower Extremity Assessment, and Olympic and Power Lifting (August 2011 - May 2014)
- Serving as a laboratory teaching assistant in human cadaver laboratory at UHM John A. Burns School of Medicine for UHM post-professional athletic training education program human anatomy courses (August 2013 - May 2014)

- Didactic instruction, evaluation of clinical proficiencies and clinical integrated proficiencies of graduate students in UHM professional graduate athletic training education program (August 2011 - May 2013)
- Assistance in the coordination of clinical rotation sites for the professional graduate athletic training students (August 2011 - May 2013)

***University Clinical, Education, and Research Associates***, Honolulu, HI

Human Cadaver Dissection Seminar Assistant (PRN), September 2011 – July 2014

- Assistance in the instruction of human cadaver dissection seminars specially designated for Japanese healthcare providers
- Instruction and demonstration of human cadaver dissection procedures and skills to the seminar attendees

***The University of Texas of the Permian Basin***, Odessa, TX

Lecturer of Kinesiology/ Head Athletic Trainer, August 2007 - July 2011

Responsibilities and duties of the faculty position included:

- Instruction of undergraduate athletic training and kinesiology courses, including, but not limited to Anatomy and Physiology for Kinesiology, Care and Prevention of Athletic Injuries, Concepts of Fitness and Wellness, First Aid, Rehabilitation of Athletic Injury, and Therapeutic Modalities
- Assistance in the implementation of educational competencies and clinical proficiencies in undergraduate athletic training education program
- Evaluation of the athletic training students as an approved clinical instructor
- Serving as a designated academic advisor for the athletic training students in absence of the athletic training education program director (2007 - 2008)
- Committee member assignment: UTPB Student Medical Service Plan (2008 - 2011), NCAA Compliance Committee (2007 - 2008), and Athletic Training Education Program Director Search Committee (2008)

Responsibilities and duties of the head athletic trainer position included:

- Medical coverage of 11 NCAA Division II intercollegiate athletic programs and 4 club sports
- Administration and management of budget, injury records, athletic secondary insurance claims, and student athlete drug screening program
- Supervision of graduate assistant athletic trainers
- Implementation of policies including a concussion management plan, community-based infection disease management plan, and emergency action plan

***Hastings College***, Hastings, NE

Graduate Assistant Athletic Trainer, August 2005 - May 2007

- Provided daily preventive and medical care to 17 NAIA intercollegiate athletic teams including football
- Provided medical coverage for home and away contests primarily for men's soccer and baseball

- Facilitated administrative responsibilities associated with daily healthcare for the athletes

***Harajuku Clinic***, Tokyo, Japan

Assistant Seminar Coordinator / Interpreter, August 2004 - May 2005

- Coordinated and assisted seminars at several locations including Los Angeles, CA, San Diego, CA, and Tijuana, Mexico

***Southern California Volleyball Association***, Anaheim, CA

Tournament Site First Responder/Athletic Trainer, February 2002 - June 2004

- Provided emergency care / first aid treatment and evaluated injuries for youth volleyball teams

**Certification/ Credential:**

- National Athletic Trainers Association Board of Certification, May 2004  
BOC Number: 050402174
- State of Maine Professional and Financial Regulation Athletic Trainer Program,  
Licensed Athletic Trainer, August 2016 License Number: AT629

**Professional Membership:**

- National Athletic Trainers' Association, Member in Good Standing
- Maine Athletic Trainers' Association
- Texas State Athletic Trainers' Association

**Publication:**

- **Published:** Kimura, I. F., Stickley, C. D., Lentz, M. A., Wages, J. J., **Yanagi, K.**, and Hetzler, R. K. (2014). Validity and reliability of the Hawaii anaerobic run test in healthy, college age individuals. *Journal of Strength and Conditioning Research*: 28(5).

## Curriculum Vitae

**Sherrie L. Weeks, EdS, MEd, LAT, ATC, NASM-CES**Home

34 Broadway  
 Orono, Maine 04473  
 Sherrie\_Weeks@umit.maine.edu  
 (207)866-5896

Office

University of Maine  
 114 Lengyel Hall  
 Orono, Maine 04469  
 (207)581-2442

**Education**

*Liberty University, Lynchburg, Virginia* 2014  
 Education Specialist, Higher Education Leadership

*University of Virginia, Charlottesville, Virginia* 1995  
 Master of Education, Athletic Training  
 Thesis: Iontophoresis and Its Ability to Penetrate Human Skin

*Castleton State College, Castleton, Vermont* 1989  
 Bachelor of Science, Athletic Training  
 Suma Cum Laude

**Program Director/Instructor Experience**

Athletic Training Education Program Director, Instructor  
*University of Maine, Orono, Maine* 2004 – present

Primary Duties

- Responsible for all aspects of curriculum design and implementation of CAATE accredited undergraduate athletic training education program
  - 2020 Self-Study
  - Staffing, admission and retention policies, recruitment, annual program review, ten year re-accreditation process
  - Annual review of curriculum using program matrix to ensure students are meeting content requirements
  - Annual review of CAATE standards to ensure good standing
  - Maintain current health and safety standards for Athletic Training Majors
  - Attend national conferences to remain current with evolving Standards
  - Annual review of Board of Certification Role Delineation Studies, Athletic Training examination content and format
  - Collect and maintain student portfolios of archives to show sequence and content of athletic training education
  - Supply acquisition and upkeep
    - o Yearly purchase of expendable supplies

- Weekly, monthly, and annual maintenance of athletic training equipment (SwimEx, Therapeutic modalities, Therapeutic Exercise Equipment, Anatomy Models, Emergency Care Equipment)
- Research and Create Master of Athletic Training
  - Collaborate with area colleges and universities
  - Coordinate with Maine Systems, University of Maine, and CAATE policies
- Athletic Training Major student advising
  - Advise 30+ undergraduate students
  - Meet with students at least twice per semester for registration and review
- Classroom Instructor Experiences
  - Introduction to Athletic Training (KPE 100) 2004 – present (Spring semesters)
  - Athletic Training Clinical Skills 1 (KPE 201) Summer 2003, Fall 2003 - 2005, 2007 – 2016
  - Athletic Training Clinical Skills 2 (KPE 202) Fall 2004, 2006 and Spring 2006
  - First Aid and Emergency Care (KPE 250), Summer 2001-2003, Spring 2005, Spring 2007, Spring 2017, Spring 2018, Spring 2019
  - Prevention and Care, Fall/Spring 1997-1999, Spring 2014, Spring 2015
  - Anatomy and Pathology of Athletic Injuries (KPE 273) Fall/ Spring 2000 – present
  - Pharmacology in Athletic Training (KPE 303) Spring 2004
  - Organization and Administration of Athletic Training (KPE 383) Spring 1999-2003
  - Rehabilitation of Athletic Injuries (KPE 387) Fall 1998, 2000, 2002-2016
  - Therapeutic Modalities (KPE 388) Spring 1999, 2001-present
  - Senior Seminar – Athletic Training (KPE 401) Spring 2004 - present
  - Internship – Athletic Training (KPE 427) 1998-present
  - Manual Muscle Testing and ROM and Flexibility (KPE 276) 2009 – present
  - Professionalism in Athletic Training (KPE 300) Spring 2011 - present
  - Kinesiology (KPE 376) Spring 2011
- Develop and coordinate with the Clinical Education Coordinator, clinical experience sites, and preceptors
  - Ensure compliance with CAATE and BOC standards and guidelines for athletic training affiliated sites and preceptors
  - Annual Affiliate Site contract management
  - Annual review of affiliated site facilities
  - Annual review of affiliated site safety standards
  - Preceptor Training
    - § Develop and instruct selected preceptors according to UMaine Athletic Training Education Policies and Procedures
- Advisor to Athletic Training Student Organization 2002-present
- Advisor to CRU (UMaine Student Organization) 2010 - present
- Lengyel Hall Building Manager 2012 – present

**Clinical Athletic Training Experiences**

Assistant Athletic Trainer, Instructor  
*University of Maine, Orono Maine* 1995-2004, 2008-2012

Primary Duties

Evaluate and treat Division I athletes

## Team Responsibilities

Women's Basketball, 1995-2004, 2008 - 2012  
 Women's Cross Country, 1995-2001  
 Women's Track and Field, 1995-2001  
 Women's Soccer, 1995-2000  
 Football Rehabilitation Specialist, 1995-1997  
 Women's Tennis, 1995-1997

Graduate Assistant Athletic Trainer  
*Virginia Military Institute, Lexington, Virginia* 1994-1995

Primary Duties

Evaluate and treat Division 1 athletes, cadets, faculty, and staff

## Team Responsibilities

Division 1AA Football  
 Baseball

Athletic Trainer  
*Sports and Orthopaedic Rehabilitation, Bangor, Maine* 1990-1994

Primary Duties

Assist Physical Therapist with patient care  
 Athletic Training duties for all athletes at the following schools:  
 Husson College  
 John Bapst High School  
 Hampden Academy  
 Hermon High School

**Academic Service**

|   |              |
|---|--------------|
| Health Professions Advisory Board                         | 2005-present |
| College Curriculum Committee - Chair                      | 2017-present |
| College of Education and Human Development                |              |
| Member of Sports Medicine Advisory Board                  | 2015         |
| Partner of Maine Blackbear Sports Medicine Lecture Series | 2014-2017    |
| Maine Athletic Training Student Symposium Host            | 2013         |

|  |            |
|--|------------|
| Textbook Reviewer  | 2012 –2015 |
| <ul style="list-style-type: none"> <li>- F. A. Davis Publishing Company</li> <li>- Jones and Bartlett Publishing</li> <li>- Lippincott, William &amp; Wilkins</li> </ul> |            |

|  |           |
|--|-----------|
| Committee for Undergraduate Programs COEHD | 2002-2012 |
| Undergraduate Program Curriculum Committee | 2004-2007 |

### **Affiliations**

|   |              |
|---|--------------|
| National Athletic Trainers' Association   | 1990-present |
| <ul style="list-style-type: none"> <li>• Certified Member in Good Standing</li> </ul> |              |

|  |              |
|--|--------------|
| Board of Certification   | 1990-present |
| <ul style="list-style-type: none"> <li>• Athletic Training Certification Number 895474099</li> </ul> |              |

|  |              |
|--|--------------|
| Maine Department of Professional and Financial Regulation                                  | 1996-present |
| <ul style="list-style-type: none"> <li>• Athletic Training License Number AT 47</li> </ul> |              |

|  |              |
|--|--------------|
| National Athletic Trainers' Association Education Council                        | 2003-present |
| <ul style="list-style-type: none"> <li>• Clinical Instructor Educator</li> </ul> |              |

|   |              |
|---|--------------|
| Maine Athletic Trainers' Association  | 1990-present |
| <ul style="list-style-type: none"> <li>• Education Committee (Co-Chair)</li> <li>• Past Scholarships and Awards Committee Member</li> <li>• Past Board Member (President &amp; Vice President)</li> </ul> | Current      |

|  |              |
|--|--------------|
| National Safety Council  | 2000-present |
| <ul style="list-style-type: none"> <li>• First Aid Instructor</li> </ul> |              |

|                                     |                |
|-------------------------------------|----------------|
| National Academy of Sports Medicine | 2009 – present |
|-------------------------------------|----------------|

|  |      |
|--|------|
| Maine Concussion Management Initiative                               | 2015 |
| <ul style="list-style-type: none"> <li>• Level 1 Training</li> </ul> |      |

|   |             |
|---|-------------|
| BOC Approved Provider   | 2014 – 2017 |
| <ul style="list-style-type: none"> <li>- University of Maine Athletic Training Program</li> </ul> |             |

### **Presentations**

|   |      |
|---|------|
| <i>Characteristics of an Expert AT Preceptor: A Qualitative Study</i> | 2015 |
| Northern New England Athletic Training Conference<br>Portland, Maine  |      |



|  |      |
|--|------|
| <i>Evidence-Based Medicine in the Clinic for Beginners</i><br>Northern New England Athletic Training Conference<br>Portland, Maine   | 2015 |
| <i>The What and How of Evidence Based Practice: An Overview</i><br>Maine General Sports Medicine and Colby College Sports<br>Medicine Collaborative Lecture Series<br>Colby College, Waterville, Maine | 2014 |
| <i>Self-Myofacial Release Techniques</i><br><i>ACL Prevention Programs</i><br>Maine Association for Health, Physical Education,<br>Recreation and Dance<br>Samoset Inn, Rockport, Maine                | 2010 |
| <i>Stadiometer Presentation</i><br>Physical Education Teachers' Research Group<br>University of Maine, Orono, Maine  | 2010 |
| <i>Aquatic Therapeutic Rehabilitation</i><br>Maine Athletic Trainers' Association Summer Education<br>University of Maine, Orono, Maine  | 2010 |
| <i>Dynamic Warm-ups</i><br>Maine Association for Health, Physical Education,<br>Recreation and Dance<br>Samoset Inn, Rockport, Maine   | 2009 |
| <i>Athletic Training Student Symposium</i><br><i>"Prevention Convention"</i><br>University of Maine, Orono, Maine  | 2009 |
| <i>Electrotherapy Workshop</i><br>Maine Athletic Trainers' Association Summer Education<br>Colby College, Waterville, Maine  | 2008 |
| <i>An Overview of Athletic Training Education</i><br>Admissions Advisory Board<br>University of Maine  | 2008 |
| <i>Head Injury Management</i><br>Athletic Department Personnel<br>Piscataquis Community High School Guilford, Maine  | 2008 |

|  |      |
|--|------|
| <i>Conditions and Pathologies of the Thorax and Abdomen.</i><br>Athletic Training Student Work<br>University of Maine                      | 2005 |
| <i>Newton's Third Law – Is it Functional?</i><br>Maine Athletic Trainers' Association, Student Session<br>Colby College, Waterville, Maine | 2003 |
| <i>Iontophoresis: A Practical Approach</i><br>Cutler Health Center, University of Maine  | 2002 |
| <i>Electrotherapy and Ultrasound</i><br>Cutler Health Center, University of Maine  | 1999 |

**Research Interests**

Therapeutic Modalities  
 Functional Evaluations  
 Functional Training  
 Student Motivation  
 Character Education in College Education

**Grants and Awards**

|  |      |
|--|------|
| Maine Athletic Trainers' Association<br>Hall of Fame Recipient | 2016 |
| Mike Linkovich Post-Professional Scholarship<br>\$1,500        | 2013 |
| Center for Teaching Excellence Micro-Grant<br>\$1,000          | 2009 |

**Certifications**

|  |                |
|--|----------------|
| American Heart Association<br>CPR and AED <i>Basic Life Support for Healthcare Providers</i> |                |
| Board of Certification, Certified Athletic Trainer   | 1990 – present |
| National Association for Sports Medicine<br><i>Certified Corrective Exercise Specialist</i>  | 2009 – present |

**State, Regional, and National Continuing Education**

|                                      |                   |
|--------------------------------------|-------------------|
| Maine Athletic Trainers' Association | 1995 – 2006, 2008 |
| Fall Education and Business Meeting  | 2009, 2012 – 2018 |

|   |  |
|---|--|
| Maine Athletic Trainers' Association Spring<br>Spring Awards, Education, & Business Meeting         | 1996 – 2008, 2011,<br>2013, 2014, 2017,<br>2018, 2019            |
| Eastern Athletic Trainers' Association<br>Annual Conference   | 2010, 2012, 2013,<br>2016, 2017, 2019                            |
| National Athletic Trainers' Association<br>National Convention                                      | 1991 – 1996, 2000<br>2002, 2004, 2006                            |
| National Athletic Trainers' Educators Conference  | 1997, 1999, 2001,<br>2003, 2005, 2007,<br>2009, 2011, 2013, 2015 |
| CAATE Accreditation Conference  | 2016, 2018, 2019   |
| <b>Volunteer Work</b>   |  |
| <i>Teacher and committee member</i><br>United Baptist Church, Old Town, Maine                       | 2004 – present   |
| <i>Literacy of Bangor tutor</i><br>Teaching English Language Learners                               | 2014 – 2017  |
| <i>Faculty Advisor – Lifelines CRU</i><br>University of Maine                                       | 2014 – present   |
| <i>Athletic Trainer (Biathlon)</i><br>IBU Youth/Junior World Championship<br>IBU World Championship | 2014, 2016   |

## APPENDIX F: PIF INVITATION FOR FULL PROPOSAL



LETTERS TO ACCESS SIMULATION LABS (USM & UMPI)



School of Nursing

Scott Cook, MS, CHSOS  
School of Nursing  
LRSC Manager  
scott.cook@maine.edu  
207.780.4783

February 4, 2019

This letter is to acknowledge the Athletic Training Program at the University of Southern Maine has access to the Simulation Center located in the School of Nursing. The Athletic Training Program will contact the LRSC Manager to schedule time and request materials.

If you have further questions, please contact me

Sincerely,

A handwritten signature in black ink, appearing to be "Scott Cook", written over a horizontal line.

Scott Cook, MS, CHSOS  
School of Nursing  
LRSC Manager  
scott.cook@maine.edu  
207.780.4783

February 5, 2019

RE: PIF committee

The University of Maine at Presque Isle faculty in the nursing, exercise science, PTA and the future MSAT programs will continue to work closely together. The new nursing simulation lab will be available to our MSAT program as well as other interprofessional collaboration courses and activities.

The nursing program is a collaboration with UMFK and we have discovered many opportunities currently and will continue to develop future opportunities. We have discussed from the beginning of this process the opportunities with both campus and with the RN to BSN and the MSAT and hopefully future nursing programs. We are pleased and excited for the opportunity to bring health care providers together early in their careers.

Sincerely,

Barbara J. Blackstone

Barbara Blackstone, MSS, ATC  
Dean of the College of Professional Programs

UMPI PRE HEALTH ACADEMIC PLAN

## *Exercise Science, B.S.*

### PRE-HEALTH CARE CONCENTRATION - College of Professional Programs

#### General Education Curriculum (GEC) Requirements "At-a-Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

**1. Effective Written & Oral Communication**

- a. Eng 100, 101 .....
- b. Eng 121 .....
- c. Bus/Com 210, Pos 101, Pjt 215 .....
- d. Eng 100, 101 .....

**2. Critical & Creative Thinking**

- a. Eco 100, Phi 151, 152, Psy 100 .....
- b. Eco 100, Phi 151, 152, Psy 100, Soc 100 .....
- c. Eng 121 .....
- d. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211 .....
- e. Art 107, 211, 212, Art/Eng 116, Eng 151 .....

**3. Quantitative & Scientific Reasoning**

- a. Mat 101, 117, 121, 131, 140, 164, 201 or higher, Phy 153, 154 .....
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154 .....
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101 .....
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gay 112, 114, Phy 153, 154 .....
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gay 112, 114, Phy 153, 154 .....

**4. Information Literacy**

- a. Fys 100 .....
- b. Eng 121 .....
- c. Phi 151, 152, Swk 202 .....

**5. Global Consciousness & Intercultural Awareness**

- a. Art 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wtr 101 .....
- b. Hty 115, 116, 161, 162, 184 .....
- c. Asl 101, Chf 101, 102, Fiv 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105 .....
- d. Phi 151, 152, Pos 211, Swk 202 .....
- e. Pos 101, 211, 332 .....

**SCIENCE REQUIREMENTS FOR GENERAL EDUCATION – 8 CREDIT HOURS**

|  |   |
|--|---|
| Bio 112 General Biology I              | 4 |
| Bio 201 Human Anatomy and Physiology I | 4 |

**Program requirement:**

|   |   |
|---|---|
| Bio 262 Human Anatomy and Physiology II | 4 |
|---|---|

**EXERCISE SCIENCE REQUIREMENTS – 39 CREDIT HOURS**

|  |   |
|--|---|
| Exc 101 Introduction to Exercise Science               | 3 |
| Exc 225 Strength Training Techniques and Conditioning  | 3 |
| Exc 246 Introduction to Assessment                     | 4 |
| Exc 274 Structural Kinesiology                         | 3 |
| Exc 340 Prevention and Emergent Care in Sport          | 3 |
| Exc 343 Connective Exercise                            | 4 |
| Exc 381 Biomechanics                                   | 3 |
| Exc 382 Physiology of Exercise                         | 3 |
| Exc 388 Practicum Exercise Science                     | 3 |
| Exc 405 Exercise Science Capstone                      | 1 |
| Exc 425 Science of Strength and Conditioning           | 3 |
| Exc 487 Organization and Administration in Health Care | 3 |
| Phi 265 Vector Learning                                | 3 |

**PRE-HEALTH CARE CONCENTRATION – 21 CREDIT HOURS**

|                               |   |
|-------------------------------|---|
| Bio 402 Pathophysiology       | 3 |
| Chy 111 General Chemistry     | 4 |
| Exc 342 Advanced Assessment   | 4 |
| Exc 416 Field Work Experience | 3 |
| Phy 153 Physics I             | 4 |
| Psy 311 Research Methods      | 3 |

**SUGGESTED ELECTIVES – CHOOSE 12 CREDITS**

See advisor for AT, PT, OT graduate school preparations

|                                      |   |
|--------------------------------------|---|
| Bio 115 General Biology II           | 4 |
| Bio 300 Human Nutrition              | 3 |
| Bio 336 Neurobiology                 | 4 |
| Chy 122 General Chemistry            | 4 |
| Mat 201 Probability and Statistics I | 3 |
| Phy 154 Physics II                   | 4 |
| Psy 205 Lifespan Development         | 3 |
| Psy 235 Abnormal Psychology          | 3 |
| Psy 310 Sports Psychology            | 3 |


**SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:**

|  |  |
|--|--|
|  |  |
|  |  |

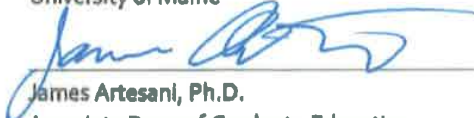
**Total credits required for degree: 120**  
**Minimum cumulative GPA for graduation: 2.67**  
**Cumulative GPA for major requirements: 2.67**

  
\_\_\_\_\_  
Sherrie Weeks, EdS, MEd, ATC  
Program Director, Athletic Training  
University of Maine


November 30, 2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Robert Leinhard, Ph.D.  
Director, School of Kinesiology, Physical  
Education, and Athletic Training  
University of Maine


Nov 20, 2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
James Artesani, Ph.D.  
Associate Dean of Graduate Education,  
Research and Outreach  
College of Education and Human Development  
University of Maine

Nov 21, 2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mary Gresham, Ph.D.  
Interim, Dean, College of Education and Human  
Development  
University of Maine


Nov. 21, 2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Kody Varahramyan  
Vice President for Research & Dean of the Graduate  
School  
University of Maine

Nov. 26, 2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Faye Gilbert Ph.D.  
Interim Provost  
University of Maine

Dec 20, 2019  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Joan Ferrini-Mundy Ph.D.  
President  
University of Maine

Jan. 2, 2020  
\_\_\_\_\_  
Date





## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Data Governance Program
2. **INITIATED BY:** James R. Erwin, Chair Pro tem
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
Student Success
5. **BACKGROUND:**

Rachel Groenhout, UMS Director of Institutional Data Management, will give a brief presentation on Data Governance. The UMS Data Governance program was launched in 2017 to address persistent data quality issues and to support a culture of data-informed decision-making. The program has evolved and grown over the past few years, launching projects that include all UMS institutions, and encompasses several areas of university data. These projects ranging from the creation of a comprehensive data dictionary to targeted data coding improvements, provide value to individual functional areas within the UMS community, as well as System-wide value for students, faculty, staff, and administration. Currently, more than 100 individuals across the UMS community are involved in data governance projects that will improve the student experience, streamline university processes, and facilitate the usage of reliable, valid data in a timely manner.

2/14/2020



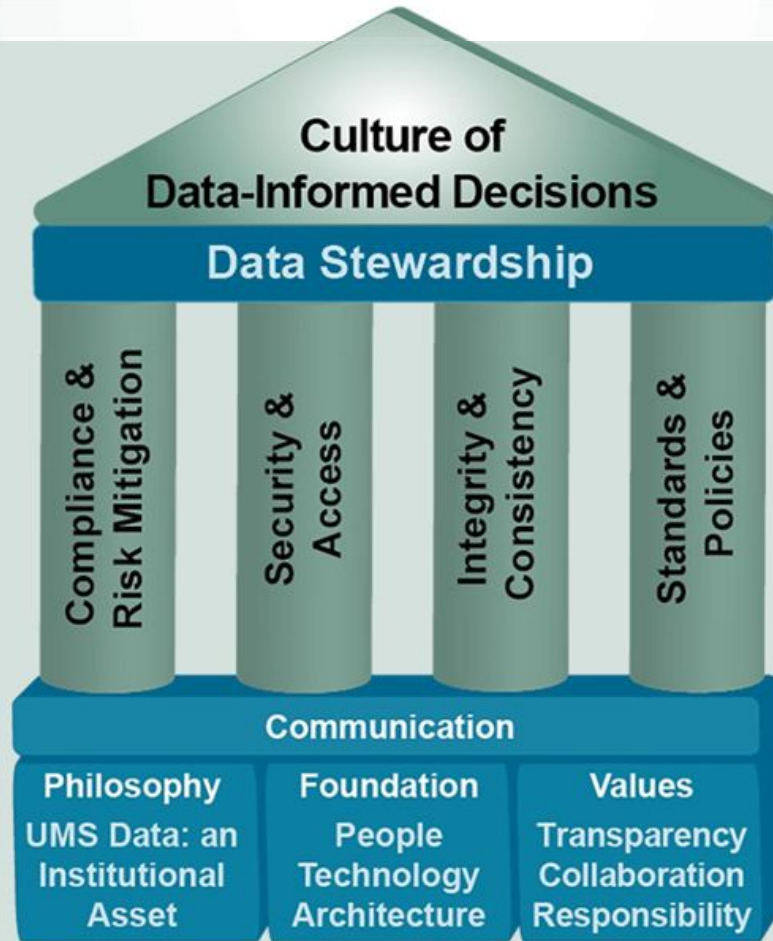
# Academic & Student Affairs

## February 2020





# Data Governance Framework





## What Is Data Governance?

People, policies & procedures working to support data quality and integrity

## Who Is Data Governance?

A collaborative team of campus and system representatives

## Why Data Governance?

**To enable strategic & ethical usage of UMS data**



# Data Governance Members

## Data Advisory Committee

- Academic Affairs & Student Affairs
- University Finance & Human Resources
- Institutional Research
- Information Security & Information Technology
- Advancement/Development
- Enrollment Management & Financial Aid

## Data Governance Council

- Vice Chancellor for Finance & Administration
- Vice Chancellor for Academic Affairs
- Deputy Vice Chancellor for Academic Affairs
- Associate Vice Chancellor for Student Success
- Chief Information Officer
- Director of Institutional Data Management



## Our Shared Vision

Our data are system-wide institutional assets

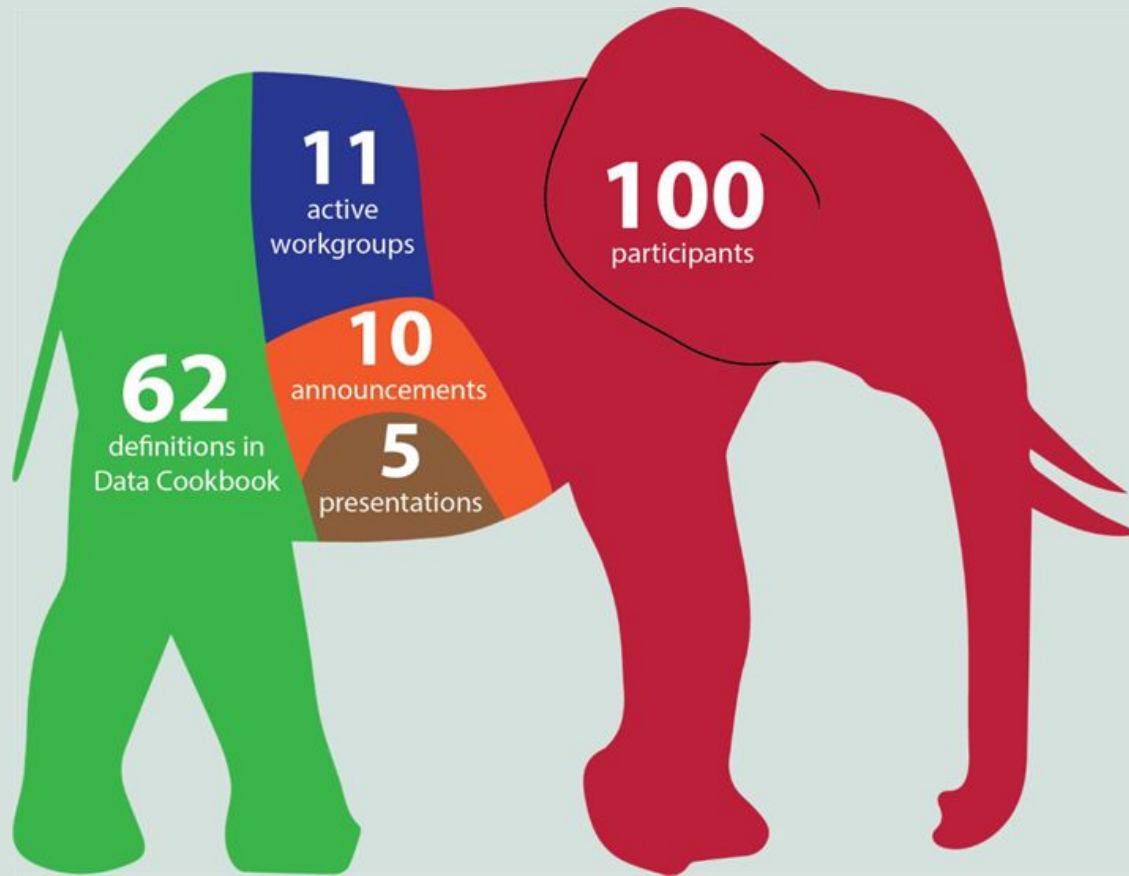
- Protection of these assets is a top priority
- Ability to readily access accurate & meaningful data benefits all campuses and stakeholders

**What are we doing to work towards this vision?**





# Data Governance by the Numbers





## Strategic Outcomes: Academics



- Increasing Maine Educational Attainment
- Aligning academic programs & innovation to drive student success and employer responsiveness





## Strategic Outcome: Workforce & Sustainability

- Advance workforce readiness & economic development
- Maintaining competitiveness & sustainability to meet critical state needs





# Data Governance Project Portfolio

## Academic & Student Affairs

- Early College Coding
- CIP Codes Review
- Deferred Students Coding
- Study Abroad Coding
- Online Program Coding
- Multi-Campus Program Coding
- Financial Aid Common Data Set
- Recruitment Dashboard Planning
- Instructor of Record Data Collection
- First Generation Definition & Coding
- First-Time, First-Year Student Coding
- Course Instruction Mode & Component Coding

## University Administration

- Data Classification
- Data Certification
- GDPR Evaluation
- Centralized Data Access Request Process
- Chart of Accounts Review



*Thank You!*

## Contact Us

[www.maine.edu/data-governance](http://www.maine.edu/data-governance) | [UMS.Data.Governance@maine.edu](mailto:UMS.Data.Governance@maine.edu)

### Data Advisory Committee

**Rachel Groenhout, Co-Chair**

Director of Institutional Data Management  
[rachel.groenhout@maine.edu](mailto:rachel.groenhout@maine.edu)

**Robert Placido, Co-Chair**

Vice Chancellor for Academic Affairs  
[robert.placido@maine.edu](mailto:robert.placido@maine.edu)

**Emma Gelsinger, Operations Manager**

Data Consistency & Policy Analyst  
[emma.gelsinger@maine.edu](mailto:emma.gelsinger@maine.edu)

**Corina Larsen, Communications Manager**

Data Documentation & Training Coordinator  
[corina.larsen@maine.edu](mailto:corina.larsen@maine.edu)

### Data Governance Council

**Ryan Low, Chair**

Vice Chancellor for Finance & Administration  
[ryan.low@maine.edu](mailto:ryan.low@maine.edu)



---

## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Faculty Representatives Discussion
2. **INITIATED BY:** James R. Erwin, Chair Pro tem
3. **BOARD INFORMATION:** X                      **BOARD ACTION:**
4. **OUTCOME:**    **BOARD POLICY:**
5. **BACKGROUND:**

The Faculty Representatives to the Board of Trustees will have the opportunity to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Faculty Representatives in attendance at the meeting will have a brief discussion.



---

## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Student Representatives Discussion
2. **INITIATED BY:** James R. Erwin, Chair Pro tem
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Student Representatives to the Board of Trustees will have the opportunity to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Student Representatives in attendance at the meeting will have a brief discussion.



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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Tenure at Time of Hire, Associate Professor of Economics, USM
2. **INITIATED BY:** James R. Erwin, Chair Pro tem
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
Policy 310
5. **BACKGROUND:**

The University of Southern Maine (USM) has requested that Dr. Rachel Bouvier be awarded tenure at the rank of Associate Professor, effective September 1, 2019 in accordance with Board of Trustee Policy 310. Dr. Bouvier previously worked for USM from 2005 through 2014 and in that time earned her tenure from the Board of Trustees in 2011. Dr. Bouvier's academic achievements clearly demonstrate that she meets the standards for tenure at USM and the expectations of an Associate Professor.

6. **TEXT OF PROPOSED RESOLUTION**

That the Academic and Student Affairs Committee forwards this item to the March 15-16, 2020, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees approves tenure at the rank of Associate Professor of Economics at the University of Southern Maine to Dr. Rachel Bouvier with tenure to be effective at the time of hiring.




---

### AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS 2020 Tenure Nominations
2. **INITIATED BY:** James R. Erwin, Chair Pro tem
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
Policy 310
5. **BACKGROUND:**  
Candidates recommended for tenure in the University of Maine System are brought forward for approval by the Board of Trustees in March with action to take effect September 1, 2020. The following material and information is relevant to the tenure approval process:

*Items in italics are for Board of Trustees only.*

- [Description of the tenure review process: Board Policy 310](#)
- [Names of candidates for tenure for 2020, listed by institution](#)
- [Brief abstracts of candidates](#)
- [Table 1: Tabular analysis of 2020 candidates](#)
- [Table 2: Summary of campus tenure promotions for 2020 and the previous 5 years](#)
- [Report on Tenure Statistics](#)

### 6. TEXT OF PROPOSED RESOLUTION

That the Academic and Student Affairs Committee forwards this item to the March 15-16, 2020 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees approves the recommendations for tenure submitted by the universities of the University of Maine System. Approvals will take effect September 1, 2020 for faculty with academic-year appointments and July 1, 2020 for faculty with fiscal-year appointments.

2-14-2020

**UNIVERSITY OF MAINE SYSTEM**  
Policy Manual

**ACADEMIC AFFAIRS**

**Section 310 Tenure**

Effective: 6/7/70

Last Revised: 7/9/90

Responsible Office: Academic Affairs

6.1

---

**Policy Statement:**

Tenure . . . an arrangement under which faculty appointments are continued until retirement or disability, subject to dismissal for cause, termination due to financial reasons, and/or termination due to change in the University program offerings.

The decision to grant or not to grant tenure rests solely with the Board of Trustees. Nothing in the administrative procedures, or in the criteria developed under those procedures, or in the approval of the criteria, shall limit or restrict that discretionary authority of the Board.

**Related Documents:**

Administrative Procedures for Awarding Tenure



## Administrative Procedures for Awarding Tenure

### Guidelines:

1. Each new appointee should receive a letter of appointment which includes, as a minimum, such data as:
  - a. academic rank and/or title of position;
  - b. general duties to be performed;
  - c. beginning and ending dates of appointment;
  - d. type of appointment - probationary, temporary;
  - e. indication of amount, if any, of prior service
  - f. to be counted toward probationary period;
  - g. salary.
2. The specific assignment of prior credit will be part of the letter received at the time of initial appointment. The time credited as probationary years with regard to service at other institutions of higher education, whether units of the University of Maine System or not, shall not exceed three years.
3. A probationary appointment shall not exceed six consecutive academic years in a full-time position on a single campus. A leave of absence, sabbatical, or a teacher improvement assignment shall not constitute a break in continuous service, nor shall it be included in the six-year period without prior written agreement between the faculty member and the President at the time of the request.
4. Individuals on probationary appointments shall normally complete the full term, i.e., the sixth year, before the Board awards tenure.
5. At the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees. In other cases, as the campuses deem appropriate, full professors may receive an initial appointment without tenure but, with Trustee approval at the time of their appointment, may be given the opportunity to apply for tenure during the second year of their appointment.
6. Tenure shall not be awarded ordinarily below the associate professor level or its equivalent.
7. Each campus shall develop its criteria for promotion and tenure, and, once developed, a statement of such criteria shall be forwarded to the Chancellor and the Trustees for review and approval and thereafter be made available by the campus administration to all faculty members in the institution. These criteria shall include reference to teaching, public service, research, and scholarship activities as are appropriate to the University System and campus missions. Criteria may vary among units or departments, but shall be in accord with the over-all campus criteria.
8. Student input is a desirable and meaningful part of faculty evaluation, and the contribution students make to the evaluative process is essential to the improvement of instruction. Student evaluations are to be secured on a regular, systematic, and equitable basis and made part of the official record.

9. Evidence should be obtained from outside the institution and from outside the University of Maine System, as appropriate, regarding the scholarship and research of candidates for tenure.
10. Tenured faculty, as well as nontenured faculty, shall be reviewed on an annual basis. Each campus shall develop its criteria for faculty evaluation, and, once developed, a statement of such criteria shall be forwarded to the Chancellor and the Trustees for review and approval and thereafter be made available by the campus administration to all faculty members in the institution.
11. The tenure guidelines provide the policy framework for the process to be followed on each campus. Where exceptions are sought, it is necessary that the campus present its request in detail, including the rationale for the exception, to the Chancellor and the Board of Trustees.
12. Tenure may be transferable among the institutions of the University of Maine System at the discretion of the Board of Trustees, consistent with the tenure policies of the institution to which transfer is sought.
13. Senior administrators shall not be awarded tenure as part of their administrative contracts. However, the Trustees will consider, on an exceptional basis, a nomination to tenure for an academic dean, when presented under these conditions:
  - a. the nominee will have been accepted by an appropriate academic department and accorded faculty rank, at the time of appointment as academic dean;
  - b. the nomination will have been duly evaluated through the campus's tenure processes.

**TABLE I****Numbers of Exceptions, Numbers of Women Candidates,  
and Total Numbers of Candidates for Tenure, 2020**

| <b>Campus</b> | <b>Number</b> | <b>Exception<br/>to Board<br/>Policy</b> | <b>Women</b> | <b>Percentage of<br/>candidates who<br/>are women</b> |
|---------------|---------------|--|--------------|---|
| UM            | 17            | 2  | 8            | 47%   |
| UMA           | 2             | 0  | 2            | 100%  |
| UMF           | 5             | 0  | 3            | 60%   |
| UMFK          | 1             | 0  | 0            | 0%  |
| UMM           | 1             | 0  | 1            | 100%  |
| UMPI          | 4             | 0  | 2            | 50%   |
| USM           | 3             | 0  | 3            | 100%  |
| <b>Total</b>  | <b>33</b>     | <b>2</b>                                 | <b>19</b>    | <b>57%</b>  |

**52.8% of faculty are men; 47.2% of faculty are women**  
**60.1% of the male faculty are tenured; 43.4% of the women faculty are tenured**

Table II. Numbers of Candidates Considered at Campus Level  
and Numbers Forwarded for Board Approval, 2014-2020

|                          | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 | Total      |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <b>UMaine</b>            |           |           |           |           |           |           |            |
| Considered               | 3         | 7         | 11        | 13        | 21        | 17        | 72         |
| Recommended              | 3         | 7         | 11        | 13        | 21        | 17        | 72         |
| <b>UM - Augusta</b>      |           |           |           |           |           |           |            |
| Considered               | 2         | 4         | 3         | 0         | 2         | 2         | 13         |
| Recommended              | 2         | 4         | 3         | 0         | 2         | 2         | 13         |
| <b>UM - Farmington</b>   |           |           |           |           |           |           |            |
| Considered               | 5         | 1         | 3         | 4         | 1         | 5         | 19         |
| Recommended              | 5         | 1         | 3         | 4         | 1         | 5         | 19         |
| <b>UM - Fort Kent</b>    |           |           |           |           |           |           |            |
| Considered               | 3         | 1         | 1         | 0         | 0         | 1         | 6          |
| Recommended              | 3         | 1         | 1         | 0         | 0         | 1         | 6          |
| <b>UM - Machias</b>      |           |           |           |           |           |           |            |
| Considered               | 0         | 1         | 4         | 1         | 0         | 1         | 7          |
| Recommended              | 0         | 1         | 4         | 1         | 0         | 1         | 7          |
| <b>UM - Presque Isle</b> |           |           |           |           |           |           |            |
| Considered               | 1         | 1         | 2         | 3         | 1         | 4         | 12         |
| Recommended              | 1         | 1         | 2         | 3         | 1         | 4         | 12         |
| <b>USM</b>               |           |           |           |           |           |           |            |
| Considered               | 2         | 4         | 3         | 2         | 3         | 3         | 17         |
| Recommended              | 2         | 4         | 3         | 2         | 3         | 3         | 17         |
| <b>System Total</b>      |           |           |           |           |           |           |            |
| <b>Considered</b>        | <b>16</b> | <b>19</b> | <b>27</b> | <b>23</b> | <b>28</b> | <b>33</b> | <b>146</b> |
| <b>Recommended</b>       | <b>16</b> | <b>19</b> | <b>27</b> | <b>23</b> | <b>28</b> | <b>33</b> | <b>146</b> |

6.5



*Maine's  
Public  
Universities*

UNIVERSITY OF MAINE SYSTEM

# **Faculty and Tenure Statistics**

2019 - 2020

**University  
Of  
Maine System  
Office of Human  
Resources**

**March 2020**

## University Of Maine System Faculty and Tenure Statistics

This report provides a statistical summary of the tenure status and demographic characteristics of full-time faculty\* at the University of Maine System. Current information and trends since 1987 are provided.

The information was extracted from the University's Human Resources Information file in January 2020, reflecting the 2019-2020 academic year. For the purpose of this report, a faculty member is defined as any full-time regular professional employee with a rank of professor, associate professor, assistant professor, instructor, or lecturer. Included are teaching faculty and administrators with rank who may or may not be teaching.

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## University Of Maine System Faculty and Tenure Statistics: Highlights

### Number of Faculty

- 1,244 faculty are included in this report. The number of faculty grew steadily throughout the 1980's; decreased throughout the 1990's, rose from 1997 to 2007, then declined steadily until 2015. There has been a steady increase from 2015 to 2019. The change in the number of faculty continues to follow enrollment trends
- There are 18 more faculty than last year. Tenured faculty decreased to 650 from 658 last year, and the number of faculty without tenure increased over last year's number by 26 to reach 594.
- This report includes all regular faculty, both AFUM and Non-Represented. Part-time "adjunct" faculty are not included in this report.
- Faculty participating in the partial retirement program, or with shared appointments, or similar arrangements, are counted as full-time for this report. These faculty are included in the full-time faculty bargaining unit, may be eligible for tenure or be tenured, and receive full-time benefits. 43 faculty members are in the partial retirement program.
- There are 33 faculty members who will be considered for tenure in the coming academic year.

### Tenured and Non-tenured Faculty

- 52.3% (650) of the faculty have tenure. The percentage of tenured faculty varies from a high of 71.4% at UMM due to turnover in non-tenured faculty, to a low of 47.6% at USM due to turnover in tenured faculty.
- The percent of tenured faculty at UMS decreased this year to 52.3% from last year's 53.7%.
- 47.7% (594) of UMS faculty do not have tenure. Of this number, 46.3% (275) are eligible for tenure, and 53.7% (319) are not eligible for tenure.

On average, a faculty member serves 5.2 years in the University of Maine System before being awarded tenure. The average years of service from date of appointment to tenure has remained relatively consistent since 2009's value of 5.4 years.

- There are 66 pre-tenured faculty who have 5 or more years of service that are eligible for tenure over the next two academic years.
- There were 96 new faculty hired in 2019, of this number 45 (46.9%) are eligible for tenure.

## University Of Maine System Faculty and Tenure Statistics: Highlights

### Women and Minority Faculty

- Of the total faculty 47.2% (587) are women and 52.8% (657) are men. The proportion of women faculty ranges from a high of 59.5% at UMF to a low of 39.5% at UM.
- The percentage of faculty who are women has increased from 40.6% in 2009 to 47.2% in 2019. This is the highest percentage of women faculty ever reported at the University of Maine System.
- 60.1% of men faculty have tenure, and 43.4% of women faculty have tenure. At the two graduate centers, the proportion of women with tenure is 40.9% at UM and 38.5% at USM.
- The percentage of women faculty with tenure had grown over the years, from 31.9% in 2003 to 58.2% in 2014/15. However, there has been a decrease over the last few years in the percentage of women faculty with tenure (52.5% in 2015/16; 52.3% in 2016/17; 49.0% in 2017/18; 43.8% in 2018/19; 43.4% in 2019/20). The percentage of women with tenure continues to be substantially lower than the percentage of men with tenure (60.1%).
- Women are under-represented at the rank of full professor; 21.1% of women are professors while 37.9% of men are professors. The percentage of women professors has steadily decreased since the peak in 2014/15 at 25.4%. In 2003, 22.5% of women were professors.
- Women faculty have an average of 5.3 years of service in a tenure track appointment when awarded tenure; men faculty serve 5.2 years on average before being awarded tenure. In this year's report a revised method for calculating this metric was employed that used the tenure track start date as the beginning date as opposed to the first date of employment within UMS regardless of appointment type.
- Minority faculty members have increased from last year at 110 from 100, or 8.8% of total faculty. In 2003, 4.0% of faculty were minority. The current figure should be put in the context of the current demographic profile for the State of Maine, which shows a 5.3% minority population as reported by the U.S. Census Bureau.



## University Of Maine System Faculty and Tenure Statistics: Highlights

### Age Distribution

- The average age of all faculty has continued to decrease over the last few years. The average age this year decreased slightly from last year at 51.9 down to 51.7.
- Tenured faculty average 57.0 years of age and non-tenured faculty average 45.4 years of age.
- The average age varies from 50.3 years at UM to 55.2 years at UMA.
- The average age of faculty by rank is: professors, 60.4; associate professors, 53.6; assistant professors, 42.3; instructors, 55.6; and lecturers, 47.3.
- 97.7% of tenured faculty are age 40 or older while 62.2% of non-tenured faculty are age 40 or older. The percentage of tenured faculty who are age 40 or older has stayed fairly steady over the last 15 years with a 2004 metric of 95.7%.
- 272 tenured faculty (360 total faculty) are over the age of 60 and 138 tenured faculty (172 total faculty) are over the age of 65.
- Projections based on the current workforce indicate a large number of faculty are reaching normal retirement age. From fiscal year 2020 to fiscal year 2024, 185 faculty members will attain age 65.

### Disciplines

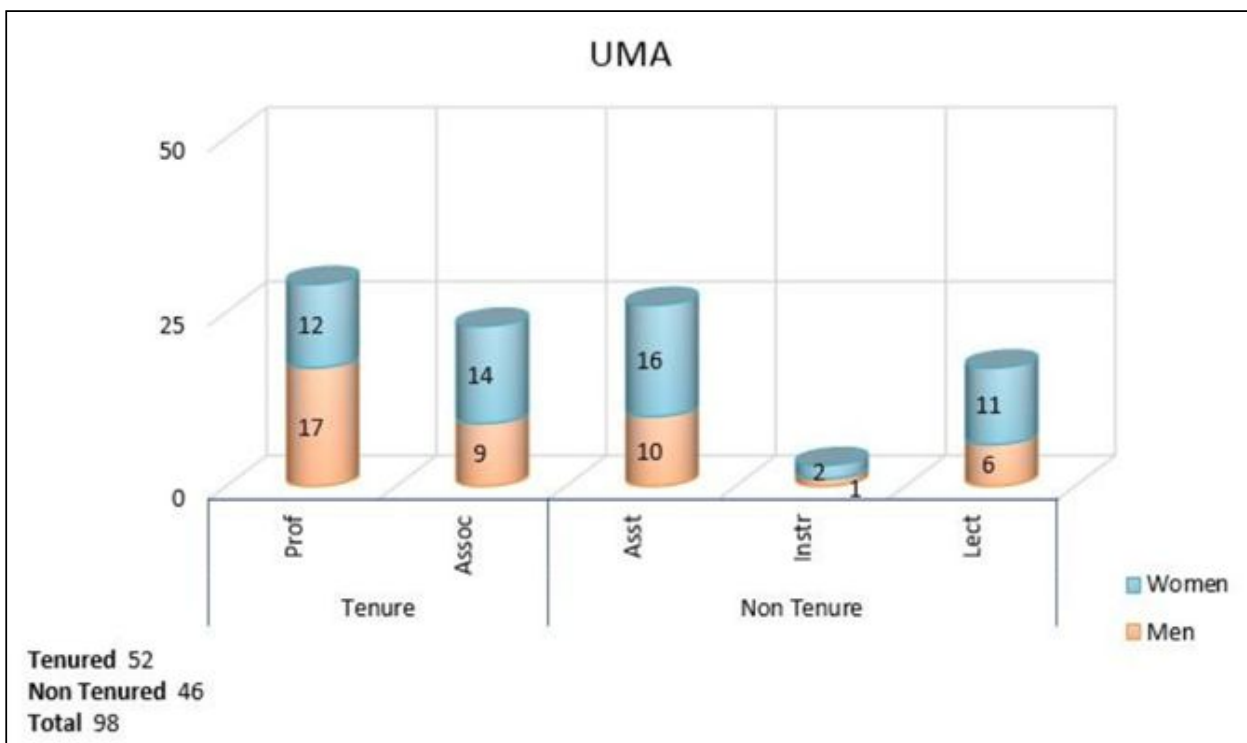
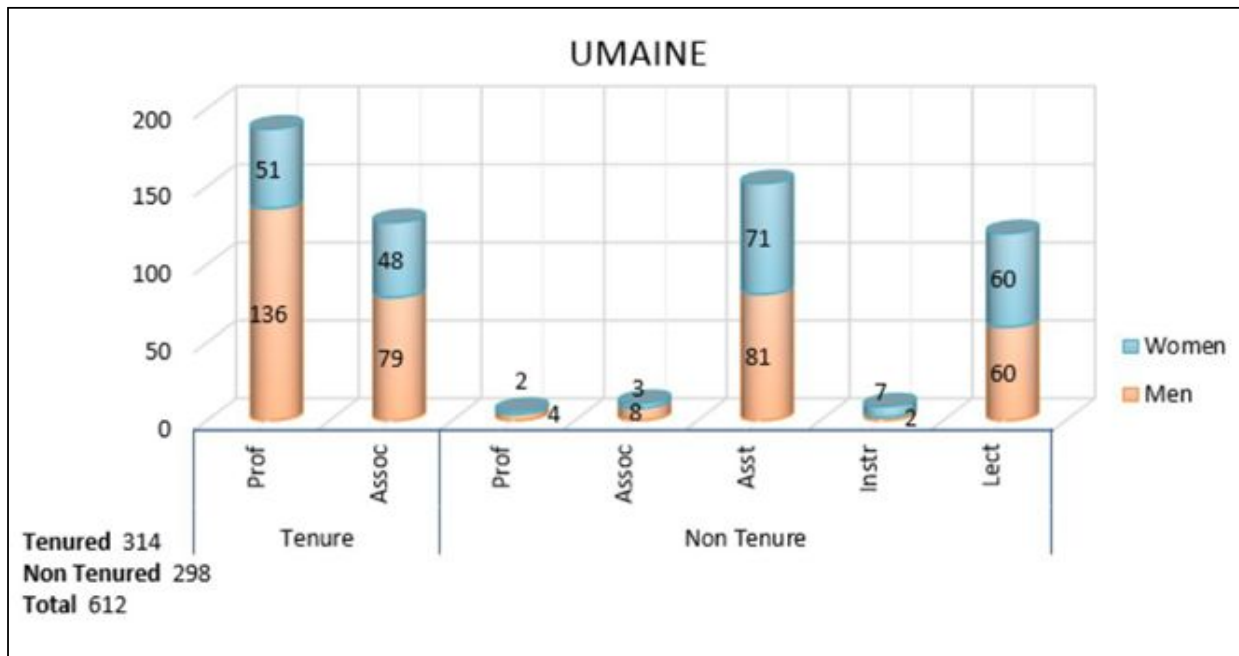
- Education is the discipline area with the largest number of faculty (151), followed by Health Sciences (99), Biological and Life Sciences (95), Social Sciences (94), and Physical Sciences (93). The top 10 disciplines have remained constant for the past five years.

### Sabbaticals

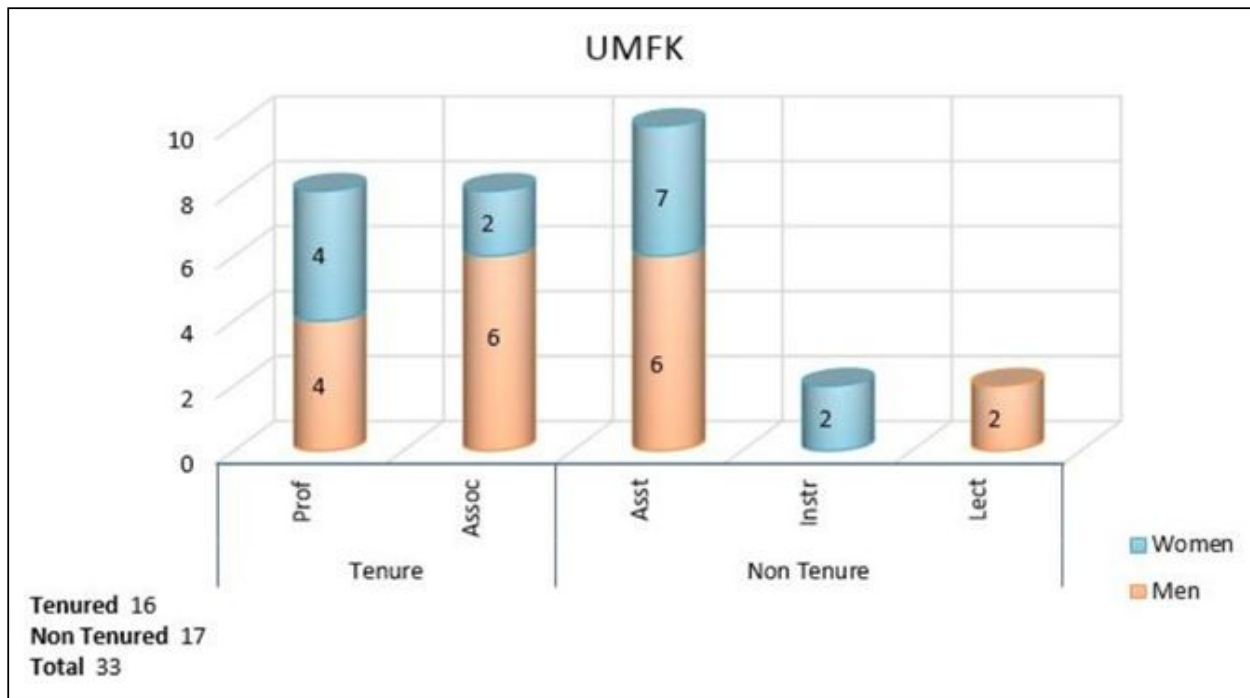
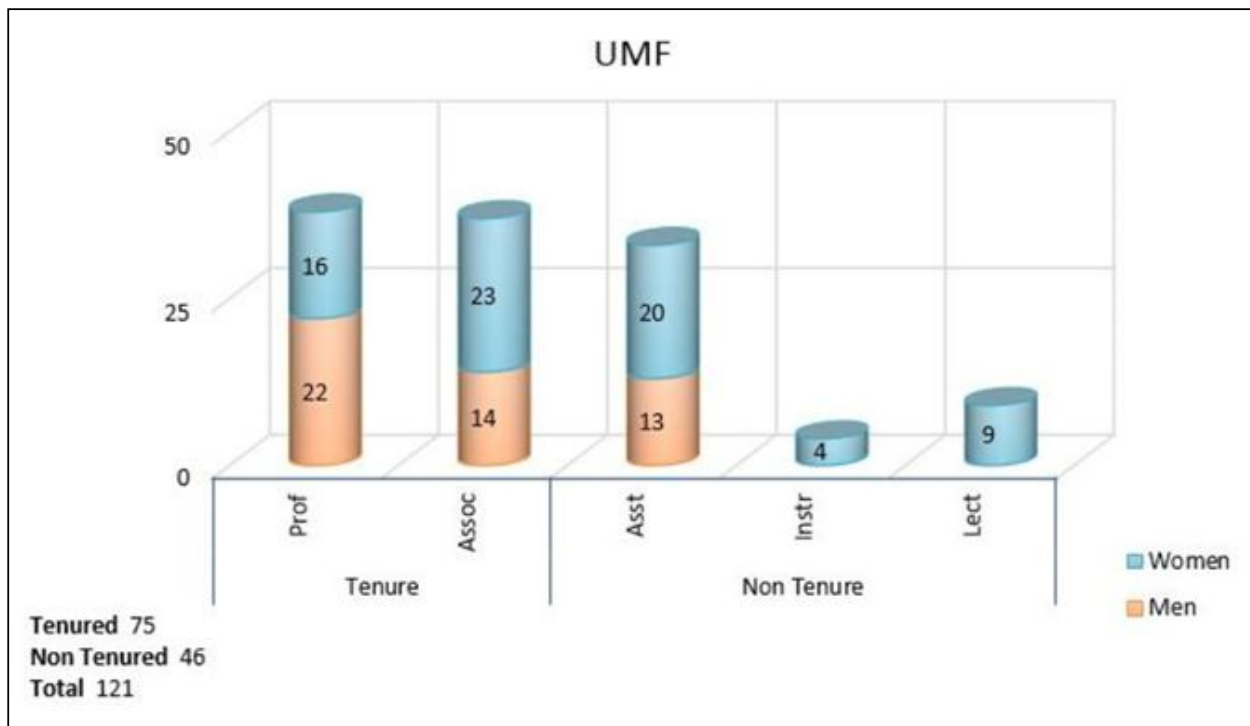
- The AFUM collective bargaining agreement provides 51 sabbaticals per year across all Universities. Additional sabbaticals may be granted at the discretion of the departments if there are no additional costs to the University and the Chief Administrative Officer recommends additional awards.
- The total number of sabbaticals fluctuate over a 3 - 5 year period. There were a higher number of sabbaticals from the academic years 05/06 through 08/09 with a peak in 08/09 at 95. There have been fewer sabbaticals between the academic years 09/10 through 19/20. There were 71 faculty on sabbatical this year, which is up 13 from the prior year.

Note: In all Tables a “-“ indicates zero.

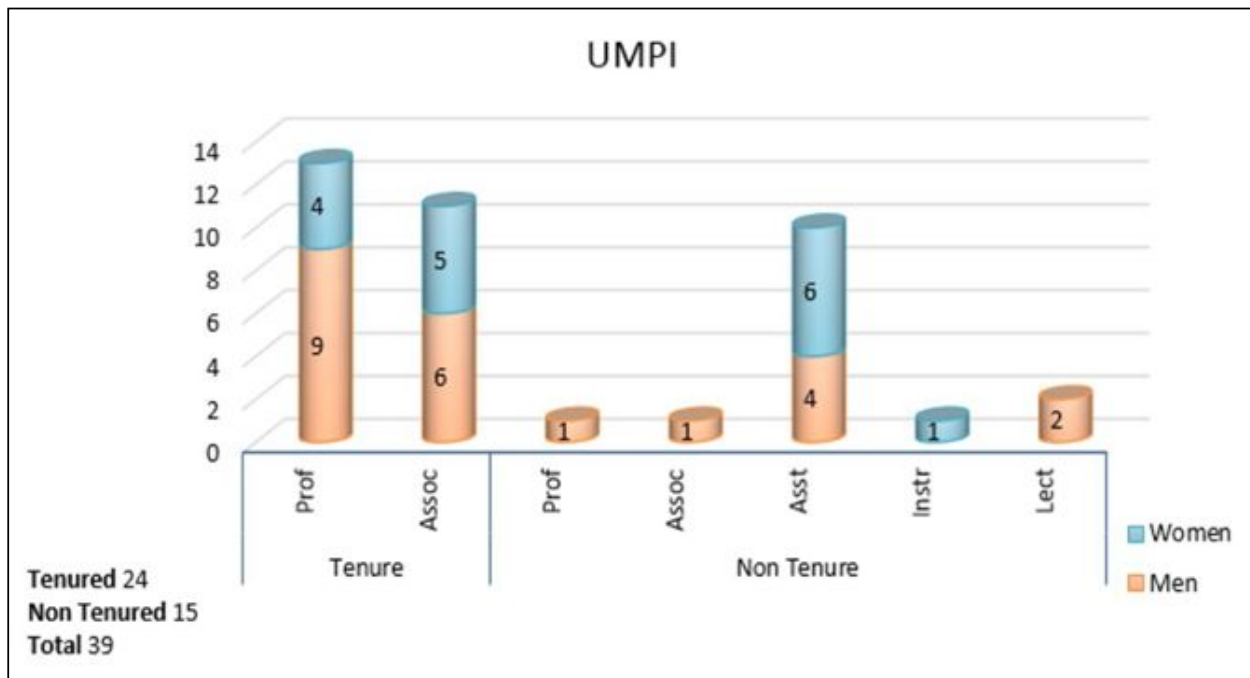
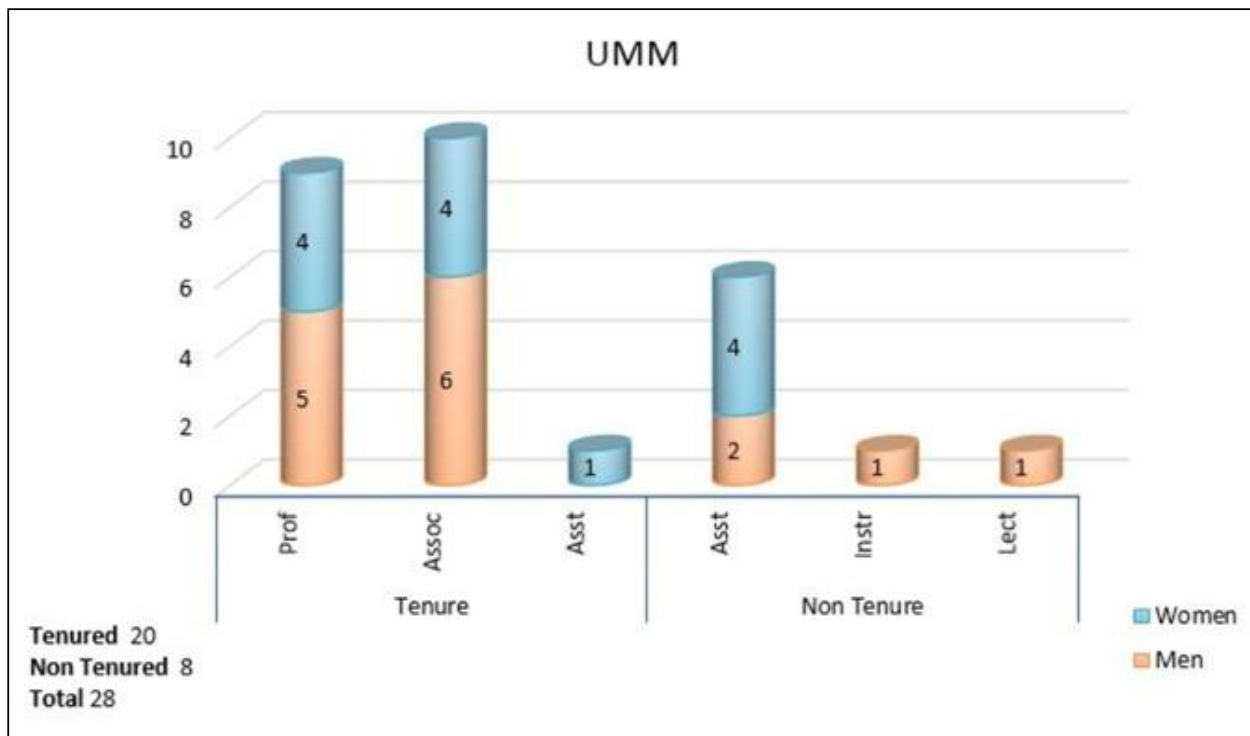
### Tenure Status by Rank and University



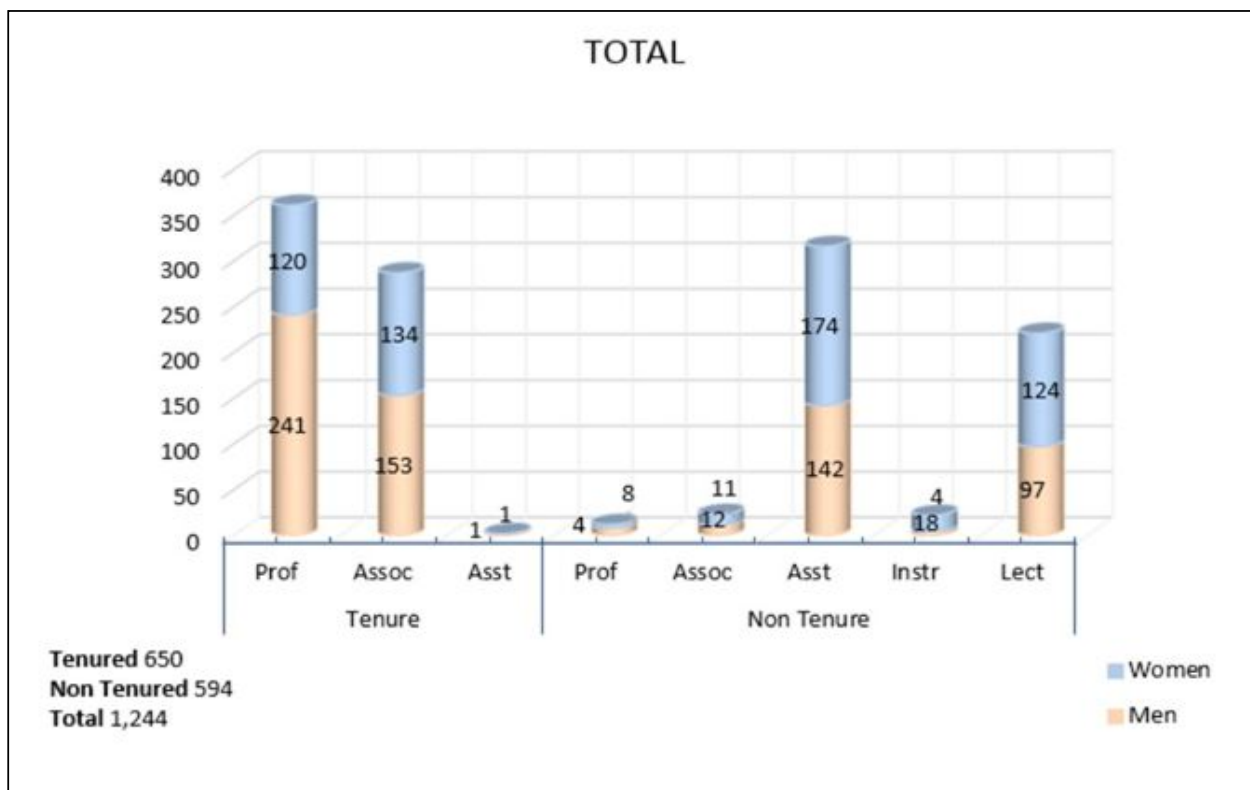
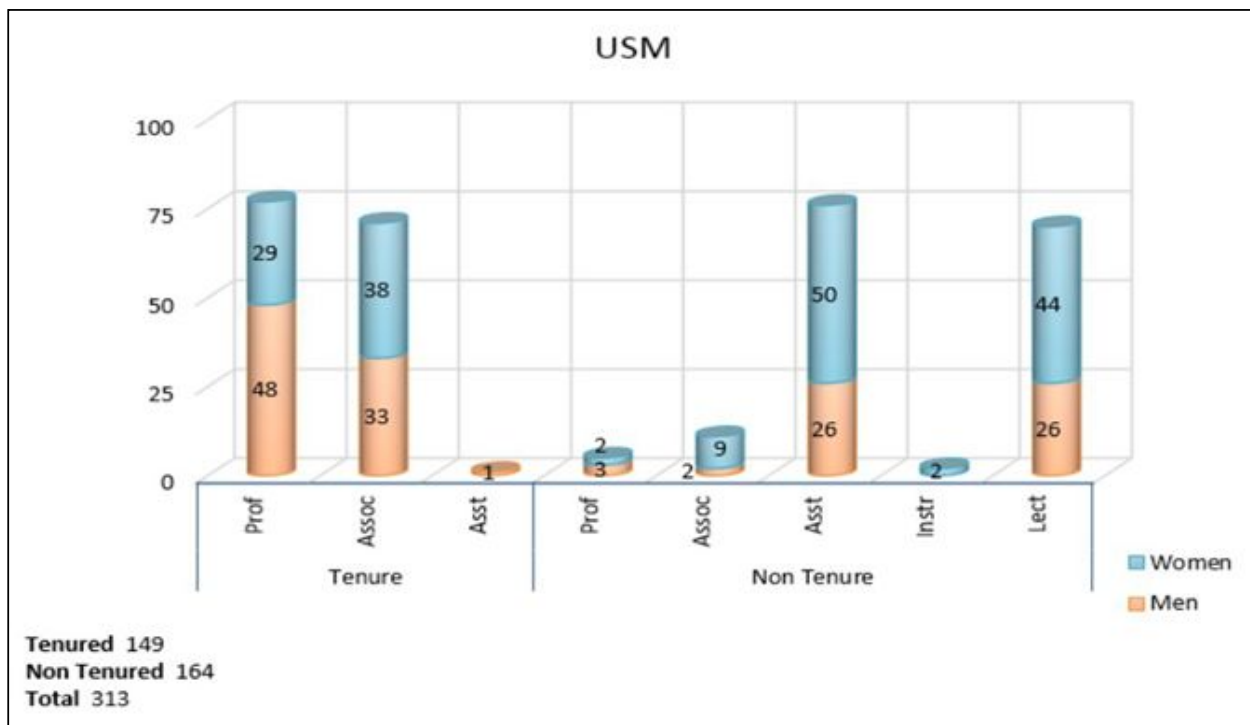
### Tenure Status by Rank and University



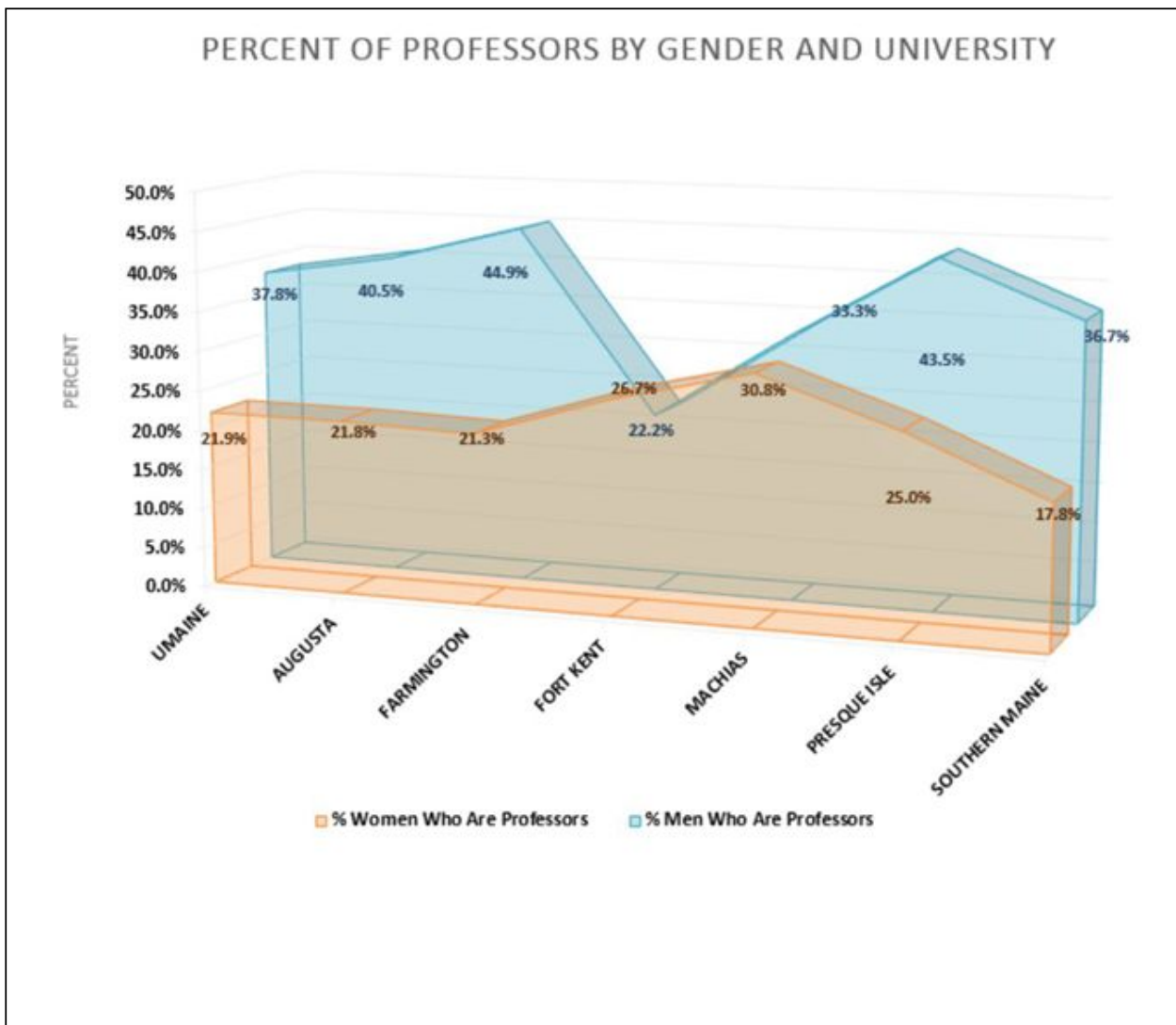
### Tenure Status by Rank and University



### Tenure Status by Rank and University



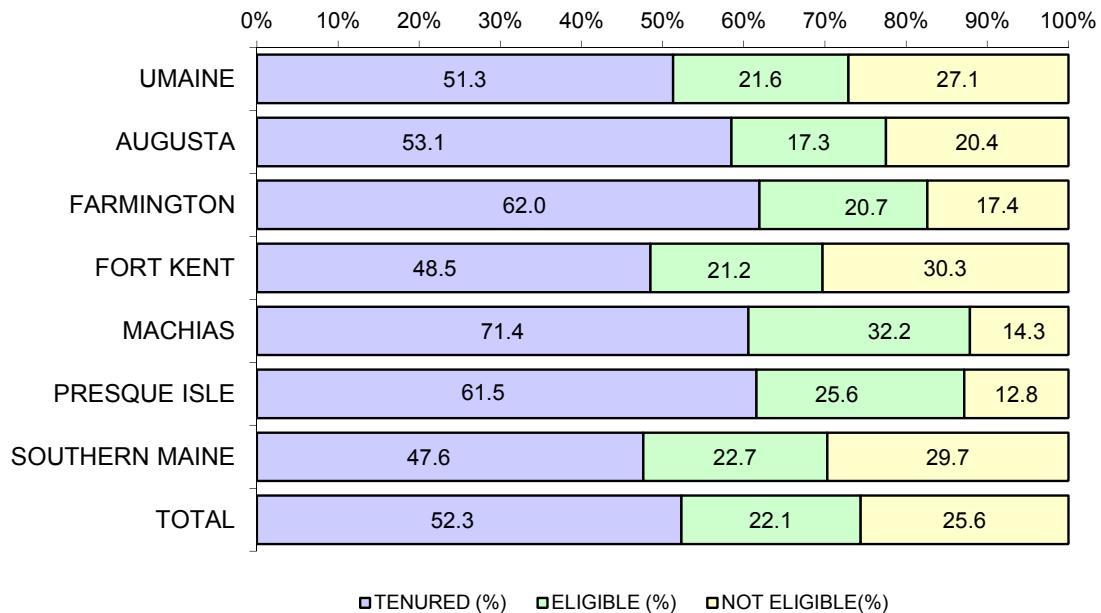
### Percent of Professors by Gender and University



### Tenure Status by Gender and University

| UNIVERSITY     | TENURED WOMEN |                          |  | TENURED MEN |                        |  | TENURED FACULTY |                    |
|----------------|---------------|--------------------------|--|-------------|------------------------|--|-----------------|--------------------|
|                | NO.           | % OF TOTAL WOMEN FACULTY |  | NO.         | % OF TOTAL MEN FACULTY |  | NO.             | % OF TOTAL FACULTY |
| UMAINE         | 99            | 40.9%                    |  | 215         | 58.1%                  |  | 314             | 51.3%              |
| AUGUSTA        | 26            | 47.3%                    |  | 26          | 60.5%                  |  | 52              | 53.1%              |
| FARMINGTON     | 39            | 54.2%                    |  | 36          | 73.5%                  |  | 75              | 62.0%              |
| FORT KENT      | 6             | 40.0%                    |  | 10          | 55.6%                  |  | 16              | 48.5%              |
| MACHIAS        | 9             | 69.2%                    |  | 11          | 73.3%                  |  | 20              | 71.4%              |
| PRESQUE ISLE   | 9             | 56.3%                    |  | 15          | 65.2%                  |  | 24              | 61.5%              |
| SOUTHERN MAINE | 67            | 38.5%                    |  | 82          | 59.0%                  |  | 149             | 47.6%              |
| <b>TOTAL</b>   | <b>255</b>    | <b>43.4%</b>             |  | <b>395</b>  | <b>60.1%</b>           |  | <b>650</b>      | <b>52.3%</b>       |

### Tenure Status by University



### Tenure Status by University Number of Non-Tenured Faculty

| UNIVERSITY     | TOTAL NUMBER OF TENURED FACULTY | ELIGIBLE FOR TENURE | NOT ELIGIBLE FOR TENURE | TOTAL NOT TENURED | TENURED OR ELIGIBLE FOR TENURE | TOTAL FACULTY |
|----------------|---------------------------------|---------------------|-------------------------|-------------------|--------------------------------|---------------|
| UMAINE         | 314                             | 132                 | 166                     | 298               | 446                            | 612           |
| AUGUSTA        | 52                              | 26                  | 20                      | 46                | 78                             | 98            |
| FARMINGTON     | 75                              | 25                  | 21                      | 46                | 100                            | 121           |
| FORT KENT      | 16                              | 7                   | 10                      | 17                | 23                             | 33            |
| MACHIAS        | 20                              | 4                   | 4                       | 8                 | 24                             | 28            |
| PRESQUE ISLE   | 24                              | 10                  | 5                       | 15                | 34                             | 39            |
| SOUTHERN MAINE | 149                             | 71                  | 93                      | 164               | 220                            | 313           |
| <b>TOTAL</b>   | <b>650</b>                      | <b>275</b>          | <b>319</b>              | <b>594</b>        | <b>925</b>                     | <b>1,244</b>  |

| UNIVERSITY     | TENURED FACULTY AS % OF FACULTY WHO ARE TENURED OR ARE ELIGIBLE FOR TENURE | % OF TOTAL FACULTY WHO ARE TENURED | % OF TOTAL FACULTY WHO ARE TENURED OR ARE ELIGIBLE FOR TENURE | % OF TOTAL FACULTY WHO ARE NOT ELIGIBLE FOR TENURE | % OF NON-TENURED FACULTY WHO ARE ELIGIBLE FOR TENURE |
|----------------|--|------------------------------------|---|--|--|
| UMAINE         | 70.4   | 51.3                               | 72.9  | 27.1   | 44.3   |
| AUGUSTA        | 66.7   | 53.1                               | 79.6  | 20.4   | 56.5   |
| FARMINGTON     | 75.0   | 62.0                               | 82.6  | 17.4   | 54.3   |
| FORT KENT      | 69.6   | 48.5                               | 69.7  | 30.3   | 41.2   |
| MACHIAS        | 83.3   | 71.4                               | 85.7  | 14.3   | 50.0   |
| PRESQUE ISLE   | 70.6   | 61.5                               | 87.2  | 12.8   | 66.7   |
| SOUTHERN MAINE | 67.7   | 47.6                               | 70.3  | 29.7   | 43.3   |
| <b>TOTAL</b>   | <b>70.3</b>  | <b>52.3</b>                        | <b>74.4</b>   | <b>25.6</b>  | <b>46.3</b>  |



### Ethnicity by Tenure Status

| ETHNICITY    | TENURE     |               | ELIGIBLE FOR TENURE |               | NOT ELIGIBLE FOR TENURE |               | TOTAL        |               |
|--------------|------------|---------------|---------------------|---------------|-------------------------|---------------|--------------|---------------|
|              | NUMBER     | PERCENT       | NUMBER              | PERCENT       | NUMBER                  | PERCENT       | NUMBER       | PERCENT       |
| WHITE        | 600        | 92.3%         | 244                 | 88.7%         | 290                     | 90.9%         | 1,134        | 91.2%         |
| MINORITY     | 50         | 7.7%          | 31                  | 11.3%         | 29                      | 9.1%          | 110          | 8.8%          |
| <b>TOTAL</b> | <b>650</b> | <b>100.0%</b> | <b>275</b>          | <b>100.0%</b> | <b>319</b>              | <b>100.0%</b> | <b>1,244</b> | <b>100.0%</b> |

### Ethnicity by University

| UNIVERSITY     | MINORITY NUMBER | MINORITY PERCENT |
|----------------|-----------------|------------------|
| UMAINE         | 66              | 10.8             |
| AUGUSTA        | 2               | 2.0              |
| FARMINGTON     | 5               | 4.1              |
| FORT KENT      | 3               | 9.1              |
| MACHIAS        | 0               | 0.0              |
| PRESQUE ISLE   | 4               | 10.3             |
| SOUTHERN MAINE | 30              | 9.6              |
| <b>TOTAL</b>   | <b>110</b>      | <b>8.8</b>       |

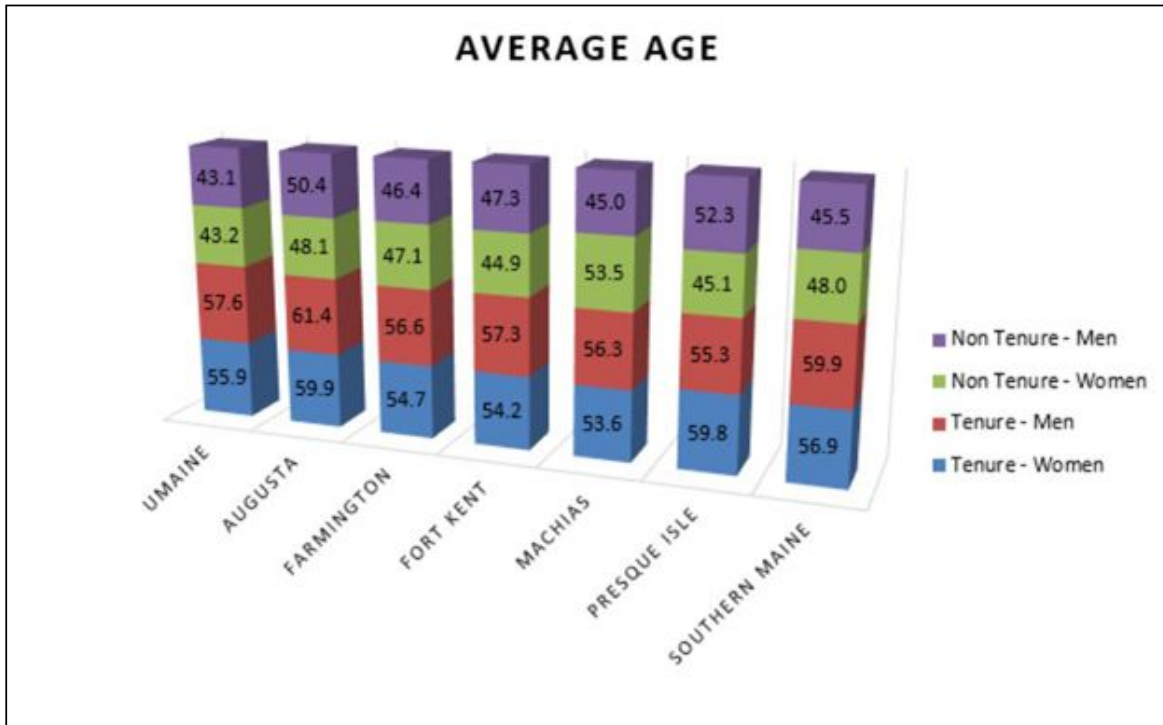
### Average Years of Service from Date of Appointment To Date of Tenure

| UNIVERSITY     | WOMEN | MEN | TOTAL |
|----------------|-------|-----|-------|
| UMAINE         | 5.4   | 5.0 | 5.1   |
| AUGUSTA        | 5.9   | 6.0 | 5.9   |
| FARMINGTON     | 4.8   | 5.1 | 5.0   |
| FORT KENT      | 5.3   | 5.6 | 5.5   |
| MACHIAS        | 5.9   | 5.6 | 5.8   |
| PRESQUE ISLE   | 5.6   | 4.9 | 5.1   |
| SOUTHERN MAINE | 5.3   | 5.2 | 5.2   |

TOTAL | 5.3 5.2 5.2

### Average Age by Gender and University

|                    | Tenured     |             |             | Non Tenured |             |             | Grand Total |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                    | Women       | Men         | Total       | Women       | Men         | Total       |             |
| UMAINE             | 55.9        | 57.6        | 57.1        | 43.2        | 43.1        | 43.2        | 50.3        |
| AUGUSTA            | 59.9        | 61.4        | 60.6        | 48.1        | 50.4        | 49.0        | 55.2        |
| FARMINGTON         | 54.7        | 56.6        | 55.6        | 47.1        | 46.4        | 46.9        | 52.3        |
| FORT KENT          | 54.2        | 57.3        | 56.1        | 44.9        | 47.3        | 46.0        | 50.9        |
| MACHIAS            | 53.6        | 56.3        | 55.1        | 53.5        | 45.0        | 49.3        | 53.4        |
| PRESQUE ISLE       | 59.8        | 55.3        | 57.0        | 45.1        | 52.3        | 48.9        | 53.9        |
| SOUTHERN MAINE     | 56.9        | 59.9        | 58.5        | 48.0        | 45.5        | 47.1        | 52.6        |
| <b>Grand Total</b> | <b>56.4</b> | <b>58.1</b> | <b>57.4</b> | <b>45.8</b> | <b>44.7</b> | <b>45.3</b> | <b>51.6</b> |

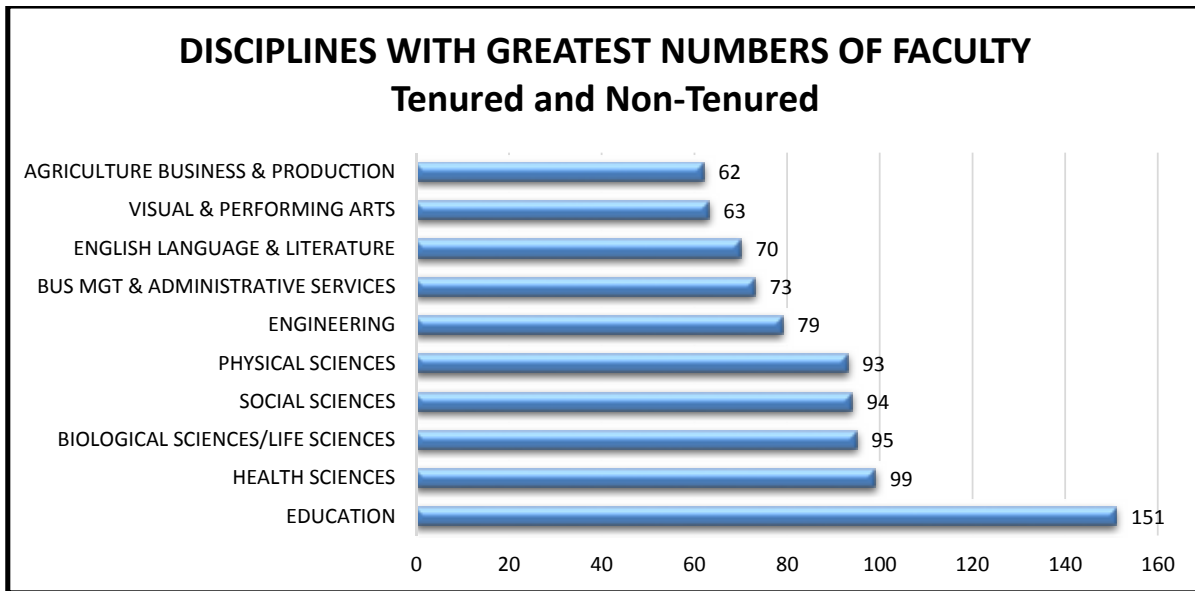


### Average Age by Gender and Rank

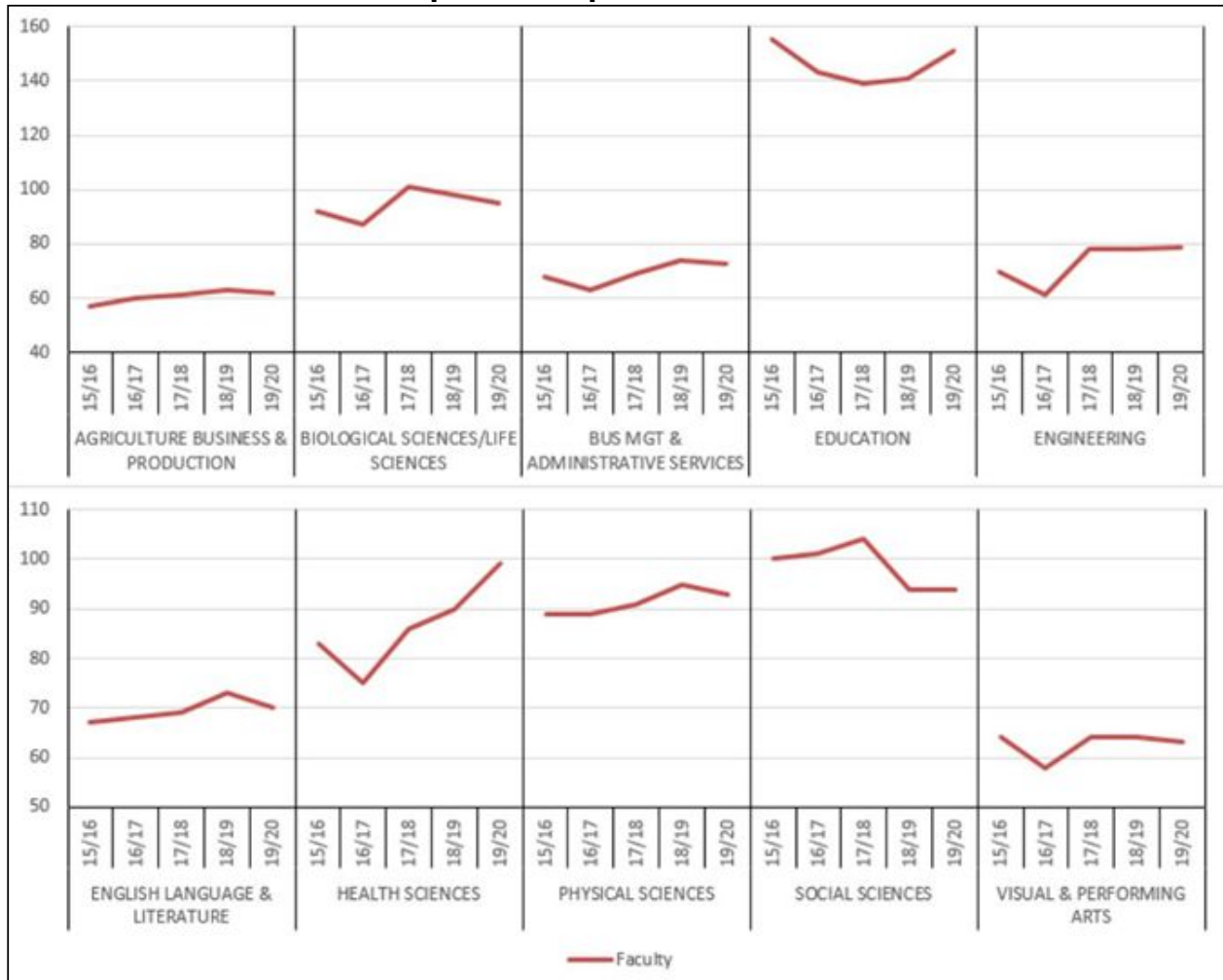
| University                  | Rank                | Tenure      |             |             | Non Tenure  |             |             | Total       |
|-----------------------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                             |                     | Women       | Men         | Total       | Women       | Men         | Total       |             |
| <b>UMAINE</b>               | Professor           | 60.9        | 60.8        | 60.8        | 69.0        | 64.5        | 66.0        | 61.0        |
|                             | Associate Professor | 50.6        | 52.2        | 51.6        | 57.0        | 56.5        | 56.6        | 52.0        |
|                             | Assistant Professor |             |             |             | 40.3        | 38.9        | 39.5        | 39.5        |
|                             | Instructor          |             |             |             | 55.6        | 64.0        | 57.4        | 57.4        |
|                             | Lecturer            |             |             |             | 43.7        | 44.9        | 44.3        | 44.3        |
| <b>UMAINE Total</b>         |                     | <b>55.9</b> | <b>57.6</b> | <b>57.1</b> | <b>43.2</b> | <b>43.1</b> | <b>43.2</b> | <b>50.3</b> |
| <b>AUGUSTA</b>              | Professor           | 63.2        | 64.1        | 63.7        |             |             |             | 63.7        |
|                             | Associate Professor | 57.1        | 56.2        | 56.7        |             |             |             | 56.7        |
|                             | Assistant Professor |             |             |             | 43.5        | 45.4        | 44.2        | 44.2        |
|                             | Instructor          |             |             |             | 66.0        | 68.0        | 66.7        | 66.7        |
|                             | Lecturer            |             |             |             | 51.5        | 55.8        | 53.1        | 53.1        |
| <b>AUGUSTA Total</b>        |                     | <b>59.9</b> | <b>61.4</b> | <b>60.6</b> | <b>48.1</b> | <b>50.4</b> | <b>49.0</b> | <b>55.2</b> |
| <b>FARMINGTON</b>           | Professor           | 58.8        | 59.3        | 59.1        |             |             |             | 59.1        |
|                             | Associate Professor | 51.8        | 52.4        | 52.0        |             |             |             | 52.0        |
|                             | Assistant Professor |             |             |             | 43.1        | 46.4        | 44.4        | 44.4        |
|                             | Instructor          |             |             |             | 46.8        |             | 46.8        | 46.8        |
|                             | Lecturer            |             |             |             | 56.2        |             | 56.2        | 56.2        |
| <b>FARMINGTON Total</b>     |                     | <b>54.7</b> | <b>56.6</b> | <b>55.6</b> | <b>47.1</b> | <b>46.4</b> | <b>46.9</b> | <b>52.3</b> |
| <b>FORT KENT</b>            | Professor           | 59.8        | 55.0        | 57.4        |             |             |             | 57.4        |
|                             | Associate Professor | 43.0        | 58.8        | 54.9        |             |             |             | 54.9        |
|                             | Assistant Professor |             |             |             | 41.3        | 46.3        | 43.6        | 43.6        |
|                             | Instructor          |             |             |             | 57.5        |             | 57.5        | 57.5        |
|                             | Lecturer            |             |             |             |             | 50.0        | 50.0        | 50.0        |
| <b>FORT KENT Total</b>      |                     | <b>54.2</b> | <b>57.3</b> | <b>56.1</b> | <b>44.9</b> | <b>47.3</b> | <b>46.0</b> | <b>50.9</b> |
| <b>MACHIAS</b>              | Professor           | 62.3        | 59.0        | 60.4        |             |             |             | 60.4        |
|                             | Associate Professor | 48.5        | 54.0        | 51.8        |             |             |             | 51.8        |
|                             | Assistant Professor | 39.0        |             | 39.0        | 53.5        | 52.0        | 53.0        | 51.0        |
|                             | Instructor          |             |             |             |             | 35.0        | 35.0        | 35.0        |
|                             | Lecturer            |             |             |             |             | 41.0        | 41.0        | 41.0        |
| <b>MACHIAS Total</b>        |                     | <b>53.6</b> | <b>56.3</b> | <b>55.1</b> | <b>53.5</b> | <b>45.0</b> | <b>49.3</b> | <b>53.4</b> |
| <b>PRESQUE ISLE</b>         | Professor           | 58.0        | 58.6        | 58.4        |             | 64.0        | 64.0        | 58.8        |
|                             | Associate Professor | 61.2        | 50.5        | 55.4        |             | 50.0        | 50.0        | 54.9        |
|                             | Assistant Professor |             |             |             | 45.7        | 48.0        | 46.6        | 46.6        |
|                             | Instructor          |             |             |             | 42.0        |             | 42.0        | 42.0        |
|                             | Lecturer            |             |             |             |             | 56.0        | 56.0        | 56.0        |
| <b>PRESQUE ISLE Total</b>   |                     | <b>58.4</b> | <b>59.8</b> | <b>55.3</b> | <b>57.0</b> | <b>45.1</b> | <b>52.3</b> | <b>48.9</b> |
| <b>SOUTHERN MAINE</b>       | Professor           | 56.2        | 62.2        | 59.9        | 50.0        | 44.0        | 46.4        | 59.1        |
|                             | Associate Professor | 57.4        | 56.2        | 56.8        | 48.9        | 49.0        | 48.9        | 55.7        |
|                             | Assistant Professor |             | 71.0        | 71.0        | 45.8        | 41.0        | 44.1        | 44.5        |
|                             | Instructor          |             |             |             | 64.0        |             | 64.0        | 64.0        |
|                             | Lecturer            |             |             |             | 49.6        | 49.9        | 49.7        | 49.7        |
| <b>SOUTHERN MAINE Total</b> |                     | <b>55.4</b> | <b>56.9</b> | <b>59.9</b> | <b>58.5</b> | <b>48.0</b> | <b>45.5</b> | <b>47.1</b> |
| <b>Grand Total</b>          |                     | <b>56.4</b> | <b>58.1</b> | <b>57.4</b> | <b>45.8</b> | <b>44.7</b> | <b>45.3</b> | <b>51.6</b> |
| <b>ALL CAMPUSES</b>         | Professor           | 59.6        | 60.9        | 60.5        | 59.5        | 56.8        | 57.7        | 60.4        |
|                             | Associate Professor | 53.6        | 53.6        | 53.6        | 50.9        | 54.5        | 52.7        | 53.5        |
|                             | Assistant Professor | 39.0        | 71.0        | 55.0        | 43.0        | 41.2        | 42.2        | 42.3        |
|                             | Instructor          |             |             |             | 55.2        | 57.8        | 55.6        | 55.6        |
|                             | Lecturer            |             |             |             | 47.4        | 47.2        | 47.3        | 47.3        |
| <b>ALL CAMPUSES Total</b>   |                     | <b>56.4</b> | <b>58.1</b> | <b>57.4</b> | <b>45.8</b> | <b>44.7</b> | <b>45.3</b> | <b>51.6</b> |

### Faculty by Discipline by University Tenured and Non-Tenured

| <b>DISCIPLINE</b>                             | <b>UM</b>  | <b>UMA</b> | <b>UMF</b> | <b>UMFK</b> | <b>UMM</b> | <b>UMPI</b> | <b>USM</b> | <b>Total</b> |
|---|------------|------------|------------|-------------|------------|-------------|------------|--------------|
| Agriculture Business & Production             | 49         | 1          |            | 6           |            | 1           | 5          | 62           |
| Architecture & Related Programs               | 1          | 3          |            |             |            |             |            | 4            |
| Area Ethnic & Cultural Studies                | 1          | 1          | 1          |             |            |             | 2          | 5            |
| Biological Sciences/Life Sciences             | 58         | 7          | 8          |             | 6          | 4           | 12         | 95           |
| Business Management & Administrative Services | 33         | 6          | 4          | 3           | 2          | 3           | 22         | 73           |
| Communications                                | 10         | 1          |            | 1           |            |             | 7          | 19           |
| Computer & Information Sciences               | 9          | 6          | 1          | 2           |            |             | 6          | 24           |
| Criminal Justice And Corrections              |            | 3          |            | 1           |            |             |            | 4            |
| Education                                     | 73         | 1          | 33         | 1           | 3          | 5           | 35         | 151          |
| Engineering                                   | 73         |            |            |             |            |             | 6          | 79           |
| Engineering Or Related Technologies           | 20         |            |            |             |            |             |            | 20           |
| English Language & Literature                 | 23         | 11         | 14         | 2           | 2          | 5           | 13         | 70           |
| Foreign Languages & Literature                | 7          | 1          | 4          | 1           |            |             | 6          | 19           |
| Health Sciences                               | 25         | 18         | 2          | 9           |            | 3           | 42         | 99           |
| History                                       | 14         | 2          | 4          | 1           | 1          | 3           | 9          | 34           |
| Home Economics – Family And Consumer Life     | 9          |            |            |             |            |             |            | 9            |
| Law And Legal Studies                         |            | 1          |            |             |            |             | 18         | 19           |
| Liberal Arts & Sciences                       | 4          |            | 2          |             |            |             | 1          | 7            |
| Library Science                               |            | 2          |            |             |            |             |            | 2            |
| Mathematics                                   | 30         | 6          | 10         | 1           | 2          | 2           | 11         | 62           |
| Multi/Interdisciplinary Studies               | 4          | 2          |            |             |            |             |            | 6            |
| Parks, Recreation, Leisure & Fitness Studies  | 8          |            |            |             | 2          | 2           | 14         | 26           |
| Philosophy & Religion                         | 9          | 1          | 3          |             |            |             | 5          | 18           |
| Physical Sciences                             | 64         | 1          | 8          | 1           | 2          | 4           | 13         | 93           |
| Psychology                                    | 18         | 9          | 9          | 1           | 4          | 2           | 10         | 53           |
| Public Administration & Social Services       | 9          |            |            |             |            | 2           | 23         | 34           |
| Social Sciences                               | 35         | 8          | 11         | 2           | 2          | 2           | 34         | 94           |
| Visual & Performing Arts                      | 26         | 7          | 7          | 1           | 2          | 1           | 19         | 63           |
| <b>TOTAL</b>                                  | <b>612</b> | <b>98</b>  | <b>121</b> | <b>33</b>   | <b>28</b>  | <b>39</b>   | <b>313</b> | <b>1,244</b> |



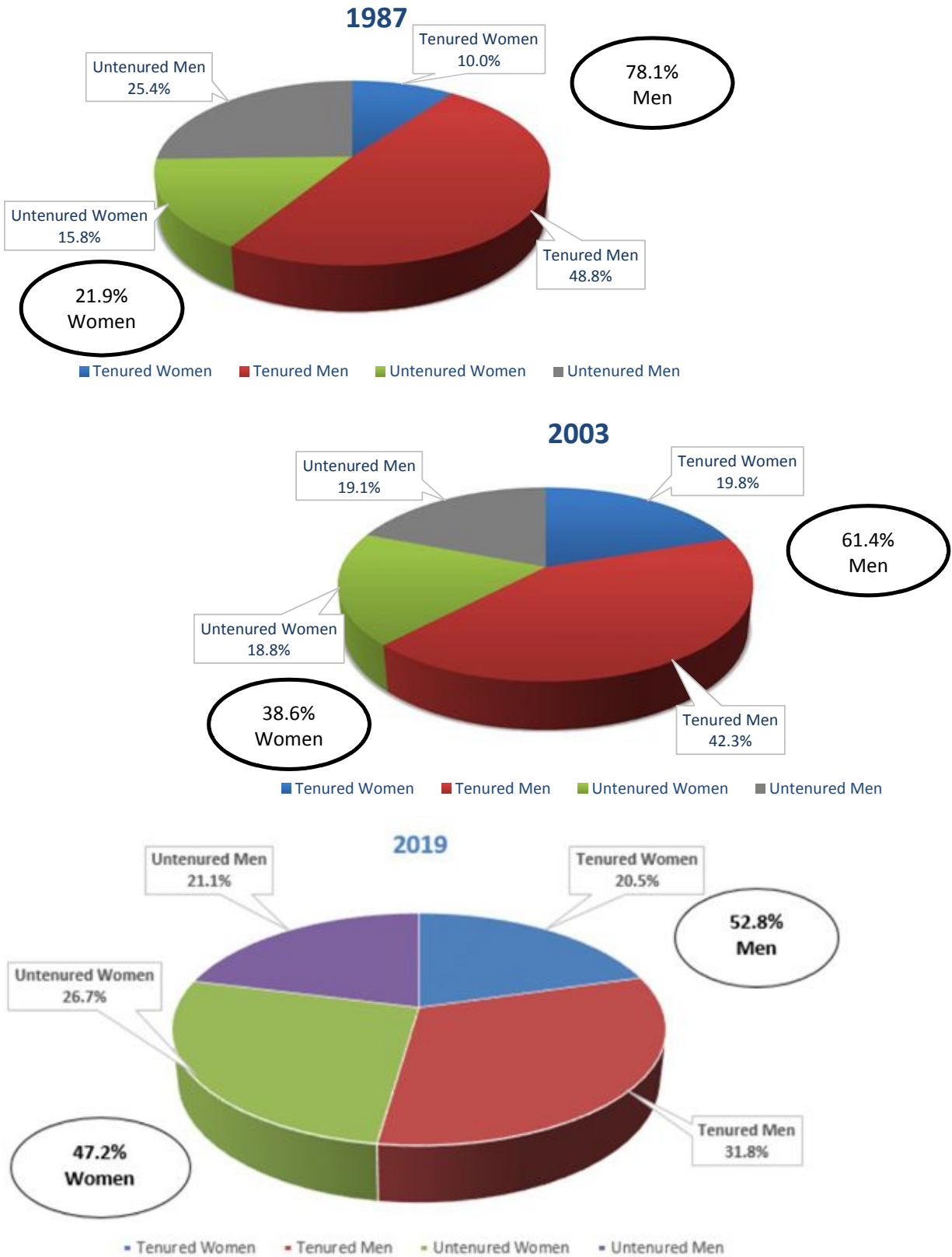
### Top 10 Disciplines 2015 – 2019



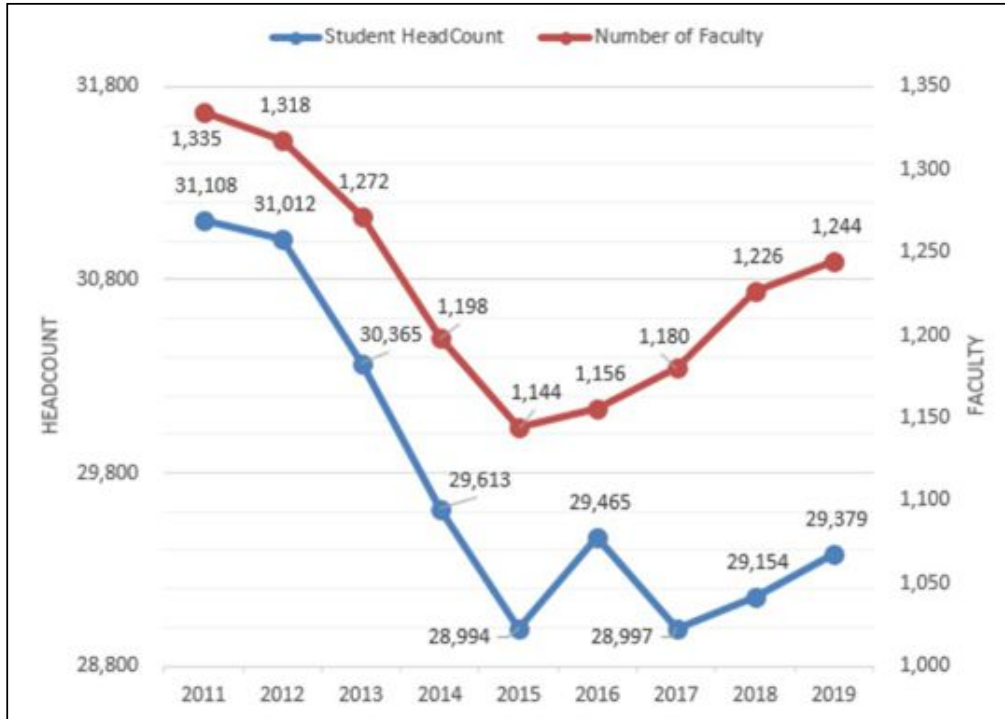
| <b>From 1990 Through 2019</b>      |                |              |                |
|------------------------------------|----------------|--------------|----------------|
| <b>Total Number of All Faculty</b> |                |              |                |
| <b>YEAR</b>                        | <b>FACULTY</b> | <b>MEN %</b> | <b>WOMEN %</b> |
| 2019                               | 1,244          | 52.8         | 47.2           |
| 2018                               | 1,226          | 53.4         | 46.6           |
| 2017                               | 1,180          | 54.7         | 45.3           |
| 2016                               | 1,156          | 53.3         | 43.7           |
| 2015                               | 1,144          | 57.1         | 42.9           |
| 2014                               | 1,198          | 57.7         | 42.3           |
| 2011                               | 1,335          | 57.9         | 42.1           |
| 2008                               | 1,400          | 59.4         | 40.6           |
| 2005                               | 1,380          | 60.5         | 39.5           |
| 2002                               | 1,388          | 61.1         | 38.9           |
| 1999                               | 1,310          | 64.9         | 35.1           |
| 1996                               | 1,288          | 68.0         | 32.0           |
| 1993                               | 1,325          | 69.7         | 30.3           |
| 1990                               | 1,394          | 72.0         | 28.0           |

| <b>Percent Tenured Faculty by Gender</b> |               |                          |              |                |
|--|---------------|--------------------------|--------------|----------------|
| <b>YEAR</b>                              | <b>NUMBER</b> | <b>TENURED FACULTY %</b> | <b>MEN %</b> | <b>WOMEN %</b> |
| 2019                                     | 650           | 52.3                     | 60.1         | 43.4           |
| 2018                                     | 658           | 52.9                     | 62.2         | 44.0           |
| 2017                                     | 669           | 56.7                     | 63.1         | 49.0           |
| 2016                                     | 685           | 58.1                     | 64.7         | 52.3           |
| 2015                                     | 694           | 60.7                     | 66.8         | 52.5           |
| 2014                                     | 795           | 66.4                     | 72.4         | 58.2           |
| 2011                                     | 876           | 65.6                     | 71.9         | 56.9           |
| 2008                                     | 906           | 64.7                     | 70.0         | 57.0           |
| 2005                                     | 870           | 63.0                     | 69.0         | 53.9           |
| 2002                                     | 848           | 61.1                     | 69.7         | 47.6           |
| 1999                                     | 832           | 63.5                     | 70.5         | 50.7           |
| 1996                                     | 897           | 69.6                     | 76.7         | 54.6           |
| 1993                                     | 907           | 68.5                     | 75.8         | 51.6           |
| 1990                                     | 856           | 61.4                     | 68.6         | 42.8           |

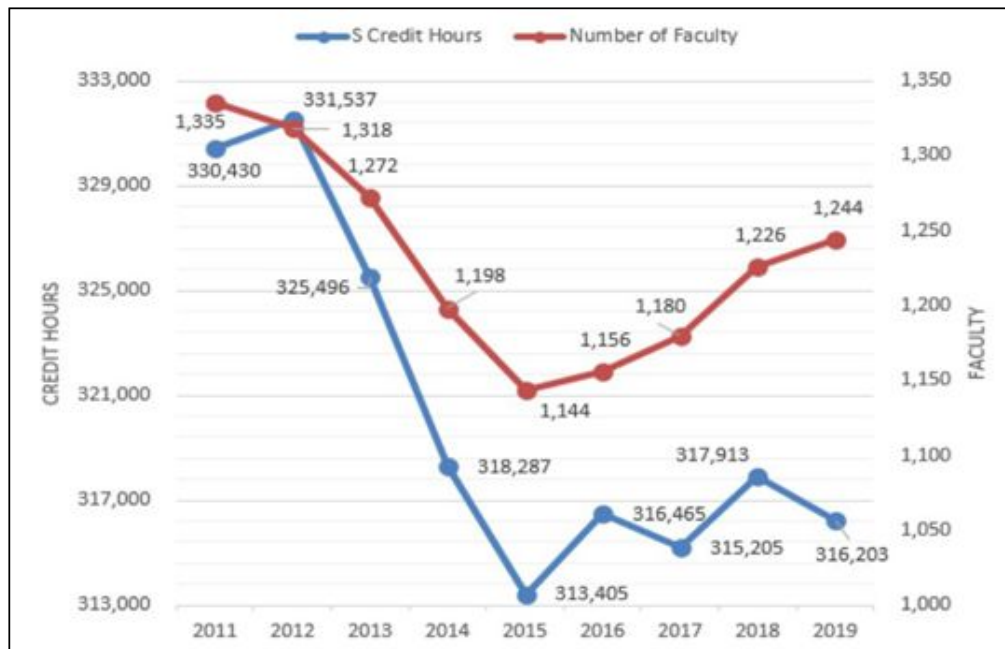
## Gender Composition Faculty 1987 - 2003 - 2019



### Student Head Count/Number of Faculty 2011-2019

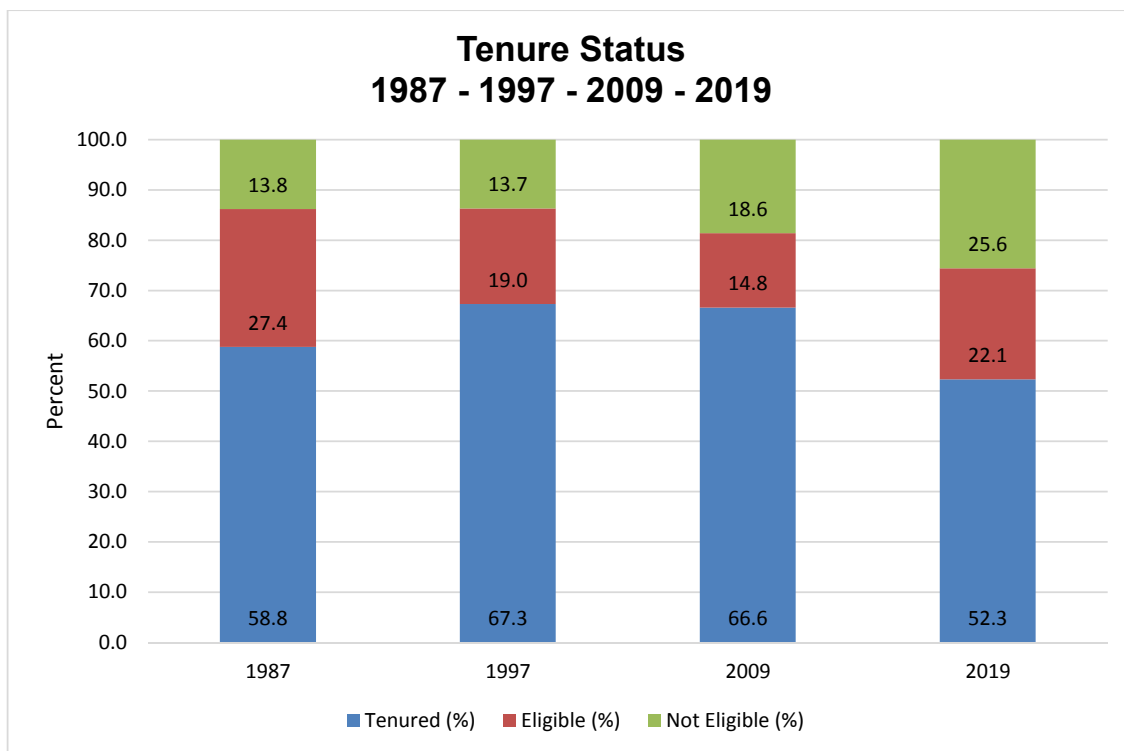


### Student Credit Hours/Number of Faculty 2011-2019



\*The information for the student head count and credit hours was from the University of Maine System Fall 2019 Enrollment Report





| New Hire* Faculty on Tenure Track |               |           |              |
|-----------------------------------|---------------|-----------|--------------|
| Year                              | Total Faculty | New Hires | Tenure Track |
| 2019                              | 1,244         | 96        | 45           |
| 2018                              | 1,226         | 117       | 52           |
| 2017                              | 1,180         | 85        | 44           |
| 2016                              | 1,156         | 63        | 38           |
| 2015                              | 1,144         | 95        | 40           |
| 2014                              | 1,198         | 59        | 29           |
| 2013                              | 1,272         | 68        | 24           |
| 2012                              | 1,318         | 61        | 27           |
| 2008                              | 1,400         | 62        | 37           |

\* New hire as of 3/1/2019

| <b>Faculty and Tenure Profile Trends</b> |            |            |              |
|--|------------|------------|--------------|
| <b>From 1990 Through 2019</b>            |            |            |              |
| <b>Years to Tenure by Gender</b>         |            |            |              |
| <u>YEAR</u>                              | <u>AVG</u> | <u>MEN</u> | <u>WOMEN</u> |
| 2019*                                    | 5.2        | 5.2        | 5.3          |
| 2018                                     | 5.7        | 5.5        | 6.1          |
| 2017                                     | 5.7        | 5.5        | 6.1          |
| 2016                                     | 5.7        | 5.5        | 6.0          |
| 2014                                     | 5.6        | 5.4        | 6.1          |
| 2011                                     | 5.6        | 5.3        | 6.0          |
| 2008                                     | 5.4        | 5.2        | 5.8          |
| 2005                                     | 5.5        | 5.2        | 5.9          |
| 2002                                     | 5.3        | 5.1        | 5.8          |
| 1999                                     | 5.4        | 5.2        | 6.1          |
| 1996                                     | 5.3        | 5.0        | 5.9          |
| 1993                                     | 5.1        | 4.9        | 5.8          |
| 1990                                     | 5.1        | 5.0        | 5.9          |

\*There was a revision to the method for determining Years to Tenure in 2019 that more accurately reflected the purpose of the metric. In prior reports the first day of employment was used as the start date as opposed to the start date of the tenure track.

| <b>Minority Faculty</b> |               |                |
|-------------------------|---------------|----------------|
| <u>YEAR</u>             | <u>NUMBER</u> | <u>PERCENT</u> |
| 2019                    | 110           | 8.8            |
| 2018                    | 100           | 8.2            |
| 2017                    | 109           | 9.2            |
| 2016                    | 94            | 8.1            |
| 2014                    | 81            | 6.8            |
| 2011                    | 80            | 6.0            |
| 2008                    | 73            | 5.2            |
| 2005                    | 63            | 4.6            |
| 2002                    | 57            | 4.1            |
| 1999                    | 55            | 4.2            |
| 1996                    | 39            | 3.0            |
| 1993                    | 34            | 2.6            |
| 1990                    | 40            | 2.9            |

| <b>Average Age</b> |                |                |                    |                          |
|--------------------|----------------|----------------|--------------------|--------------------------|
| <u>YEAR</u>        | <u>AVG AGE</u> | <u>TENURED</u> | <u>NON-TENURED</u> | <u>TENURED OVER 40 %</u> |
| 2019               | 51.6           | 57.4           | 45.3               | 96.5                     |
| 2018               | 52.0           | 57.7           | 45.2               | 96.7                     |
| 2017               | 52.2           | 57.4           | 45.4               | 97.2                     |
| 2016               | 52.7           | 57.5           | 45.8               | 97.7                     |
| 2014               | 53.8           | 57.4           | 46.8               | 96.1                     |
| 2011*              | 53.3           | 56.8           | 46.8               | 96.5                     |
| 2008               | 53.5           | 56.9           | 47.1               | 97.1                     |
| 2005               | 51.5           | 55.0           | 45.7               | 96.0                     |
| 2002*              | 49.9           | 54.0           | 43.5               | 95.4                     |
| 1999               | 49.7           | 53.4           | 43.1               | 95.8                     |
| 1996               | 49.6           | 52.5           | 42.9               | 94.1                     |
| 1993               | 48.5           | 51.2           | 42.7               | 89.7                     |
| 1990               | 47.5           | 51.0           | 41.9               | 88.7                     |

\*There was a revision to the method for determining age in 2002 that resulted in rounding differences. Average age information has been revised to correct errors in the March 2011 report

| <b>Faculty and Tenure Profile Trends</b> |                  |                   |                  |                   |                 |
|--|------------------|-------------------|------------------|-------------------|-----------------|
| <b>From 1990 Through 2019</b>            |                  |                   |                  |                   |                 |
| <b>Academic Rank</b>                     |                  |                   |                  |                   |                 |
| <b>YEAR</b>                              | <b>PROFESSOR</b> | <b>ASSOC PROF</b> | <b>ASST PROF</b> | <b>INSTRUCTOR</b> | <b>LECTURER</b> |
| 2019                                     | 30.0%            | 24.9%             | 25.6%            | 1.8%              | 17.8%           |
| 2018                                     | 30.9%            | 25.5%             | 24.3%            | 2.0%              | 17.4%           |
| 2017                                     | 32.1%            | 26.9%             | 22.8%            | 2.1%              | 16.1%           |
| 2016                                     | 33.9%            | 28.3%             | 19.7%            | 1.7%              | 16.4%           |
| 2014                                     | 36.0%            | 33.2%             | 15.7%            | 2.1%              | 13.0%           |
| 2011                                     | 34.7%            | 34.5%             | 15.8%            | 2.4%              | 12.6%           |
| 2008                                     | 33.6%            | 34.8%             | 18.0%            | 3.6%              | 9.9%            |
| 2005                                     | 31.5%            | 34.5%             | 22.0%            | 3.8%              | 8.4%            |
| 2002                                     | 31.2%            | 32.7%             | 25.2%            | 3.2%              | 7.6%            |
| 1999                                     | 30.8%            | 35.0%             | 24.7%            | 3.0%              | 6.5%            |
| 1996                                     | 32.4%            | 39.8%             | 19.3%            | 3.3%              | 5.2%            |
| 1993                                     | 31.9%            | 37.6%             | 22.1%            | 4.2%              | 4.2%            |
| 1990                                     | 29.3%            | 33.1%             | 29.5%            | 4.0%              | 4.2%            |

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| <b>YEAR</b> | <b>PROFESSOR</b> | <b>ASSOC PROF</b> | <b>ASST PROF</b> | <b>INSTRUCTOR</b> | <b>LECTURER</b> |
|-------------|------------------|-------------------|------------------|-------------------|-----------------|
| 2019        | 373              | 310               | 318              | 22                | 221             |
| 2018        | 379              | 313               | 297              | 24                | 213             |
| 2017        | 379              | 317               | 269              | 25                | 190             |
| 2016        | 392              | 327               | 228              | 19                | 190             |
| 2014        | 431              | 398               | 188              | 25                | 156             |
| 2011        | 463              | 461               | 211              | 32                | 168             |
| 2008        | 471              | 487               | 252              | 51                | 139             |
| 2005        | 435              | 474               | 303              | 52                | 116             |
| 2002        | 433              | 454               | 350              | 45                | 106             |
| 1999        | 404              | 459               | 323              | 39                | 85              |
| 1996        | 417              | 513               | 249              | 42                | 67              |
| 1993        | 428              | 505               | 297              | 56                | 59              |
| 1990        | 414              | 469               | 417              | 56                | 59              |

