



UNIVERSITY OF
SOUTH CAROLINA

Office of Institutional Research, Assessment & Analytics

June 15, 2023

Dr. Kevin Sightler, Director of Substantive Change
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Sightler:

The University of South Carolina Columbia is submitting the attached prospectus for approval of a new program at the current degree level that is a significant departure from current programs. The Certificate of Graduate Study in Behavioral Health for Athletic Trainers will be offered in Fall 2024. The Certificate of Graduate Study in BH for Athletic Trainers is an 18-credit hour program designed for working professionals (certified athletic trainers) that will be delivered blended/hybrid with between 50-90% of the program delivered online. The delivery will include synchronous and asynchronous learning, peer-to-peer collaboration, and an "in-person institute" the final week of each term.

The University of South Carolina Columbia has prepared a prospectus to request approval to offer the Certificate of Graduate Study in Behavioral Health for Athletic Trainers. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Douglas Donald Miles

Donald Miles, Executive Director OIRAA
SACSCOC Accreditation Liaison

Enclosure

Substantive Change Cover Sheet

Submit to SACSCOC,
Substantive Change, 1866
Southern Lane, Decatur, GA
30033. One copy only;
electronic media preferred.
Do not email submissions
or send copies to staff.


Note:

1. Include a completed cover sheet with each submission; please don't submit a cover sheet only.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Submit substantive changes defined in policy only; others are not reviewable.
4. For best results, download this form and complete with [Adobe Reader](#). Hover mouse over fields for guidance.

INSTITUTIONAL INFORMATION

INSTITUTION (NO ABBREVIATIONS PLEASE)	CITY + STATE/PROVINCE
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SUBSTANTIVE CHANGE RESTRICTION

1. Is the institution currently on Warning, Probation, or Probation for Good Cause?	<input type="radio"/> Yes	<input type="radio"/> No
2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction?	<input type="radio"/> Yes	<input type="radio"/> No
3. Is the institution currently under provisional certification for participation in federal financial aid programs?	<input type="radio"/> Yes	<input type="radio"/> No
If ANY are "Yes" the institution is on SUBSTANTIVE CHANGE RESTRICTION . Additional and/or different requirements may apply; consult policy.		

SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (SELECT FROM DROP-DOWN LIST; SUBMIT ONLY TYPES DEFINED IN POLICY)	SUBMISSION DATE
SUBSTANTIVE CHANGE DESCRIPTION (BRIEF SUMMARY)	INTENDED IMPLEMENTATION

OFF-CAMPUS INSTRUCTIONAL SITES SUBMITTED IN THIS SUBSTANTIVE CHANGE

Site Name, Physical Address, City, State/Province, ZIP or Postal Code, and Country/Territory

1.	
2.	
3.	
4.	
5.	There are more than 5 sites in this submission → <input type="radio"/>

PROGRAMS SUBMITTED IN THIS SUBSTANTIVE CHANGE

Include credential AND discipline: e.g., Associate of Arts in English, Bachelor of Science in Physics, Certificate in Office Management, etc.

1.	
2.	
3.	
4.	
5.	There are more than 5 programs in submission → <input type="radio"/>

SUBMITTED	FOR OFFICE USE
I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.	
SUBMITTING LIAISON or CEO NAME	EMAIL ADDRESS

Revised 04/07/2023

[Check for current version](#)

ABSTRACT

The purpose of this prospectus is to acquire approval for a new graduate certificate program, **Behavioral Health for Athletic Trainers (BHAT)**, offered by the University of South Carolina Columbia Department of Exercise Science within the Arnold School of Public Health. The Certificate of Graduate Study in **BH** for Athletic Trainers is an 18-credit hour program designed for working professionals (certified athletic trainers) that will be delivered blended/hybrid with between 50-90% of the program delivered online. The delivery will include synchronous and asynchronous learning, peer-to-peer collaboration, and an “in-person institute” the final week of each term (once in the summer, once in the fall, and once in the spring) which will require in-person attendance on the campus. During the institute, the faculty will create live training events, seminars, and standardized patient encounters for learners to practice the development of their skills. The purpose of the institute activities is to serve as a culminating final review of the learning objectives. In addition, it will be a structured time for peer-to-peer learning, scaffolding of previous course materials, and development of advanced practice leadership skills.

The Certificate in Graduate Studies in BHAT will be an online program focused on the Commission on Accreditation of Athletic Training Education (CAATE) approved specialty areas of behavioral health; and will focus on integrating best practices in behavioral health recognition and referral for optimal patient outcomes. The target start date is Fall 2024 with a new cohort beginning the program of study each subsequent summer on the University of South Carolina Columbia Campus. Students will be accepted into the program each summer after the program’s inaugural year. The target population for this certificate program is specific to athletic trainers that are certified by the Board of Certification; and individuals who would like to expand their clinical practice by specializing in Behavioral Health. The target audience is practicing athletic trainers that are credentialed seeking advance knowledge, skills, and training. Specifically, we will be recruiting athletic trainers locally and nationally with an interest in behavioral health care. The ideal candidate will be concurrently practicing/providing patient care, but it is not required for the program. This is commonly referred to as post-professional education in athletic training. Individuals must have an undergraduate degree (Bachelor in Athletic Training or Masters in Athletic Training through a CAATE approved program). The projections for program enrollment are below:

Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025	10	10	10
2025-2026	15	15	15
2026-2027	20	20	20
2027-2028	20	20	20
2028-2029	20	20	20

The Athletic Training Programs within the Department of Exercise Science on the USC’s Columbia campus is well-positioned to offer this new certificate program. Currently, we have a post-professional athletic training program (Master of Science in Advanced Athletic Training) which has coursework in behavioral health and advanced clinical skills. Due to the ongoing degree transition in athletic training from the baccalaureate to graduate level (masters), the need for the post-professional master’s program is becoming obsolete. However, an external consultant was acquired to assess our institutional landscape in Spring 2022 to learn about our routes (ex: residency, fellowship, certificate) and believed the institution has the resources and recognized history of excellence to support post-professional pathways in athletic training. Furthermore, we are the flagship institution in South Carolina and the **ONLY** institution that currently offers a post-professional pathway in athletic training, and are 1/3 programs that offer a CAATE approved professional program (Master in Athletic Training).

DETERMINATION OF THE NEED FOR THE CHANCE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE.

USC's Mission Alignment

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. The Certificate in Graduate Studies in Behavioral Health for Athletic Trainers will advance the University's mission.

The addition of this certificate program in graduate studies upholds the "university's responsibilities to the state and society" identified in the university's mission statement by providing current athletic trainers across the state an opportunity to pursue specialization in Behavioral Health for their clinical practice. They will do this by increasing their knowledge, skills, abilities, potential earnings, and enhance their patient care with positive outcomes for behavioral health. Currently, USC Columbia is the only university in South Carolina that offers a post-professional pathway for athletic training. This specialization will fill the need for additional behavioral health support within secondary schools, college/universities, emerging setting (e.g., orthopedic clinics, health and wellness centers, industrial settings etc.). This program will be attractive to both in-state and out-of-state athletic trainers.

USC's mission also has a focus on "serving a diverse population of students". In our Athletic Training Education Program, we also believe educating diverse athletic trainers is critical to healthcare and providing health care to diverse patient populations. We believe our program is inclusive to athletic trainers with a variety of backgrounds and experiences. Our admissions criteria will be holistic in nature so we will enable individuals at various stages of their studies/careers to pursue a Certificate in Graduate Studies in Behavioral Health for Athletic Trainers. Our proposed hybrid format will provide opportunities for those athletic trainers to concurrently pursue a certificate in graduate studies while remaining employed.

Finally, the Behavioral Health certificate is central to the institutional mission by educating through teaching, community engagement, and creative activity. As part of the proposed Behavioral Health certificate, we plan to offer graduate assistantships to the practicing athletic trainer. The graduate assistantship will provide financial assistance in return for healthcare services to campus, local Columbia, and greater Midland's institutions and companies. For example, the learner could obtain a graduate assistantship for the one-year graduate study certificate and provide healthcare services during that year. The purpose is to allow the learner an opportunity to practice their advanced skills with patients, receive mentorships and support from the faculty, and engage with stakeholders in a community partnership. In addition, the certificate will align directly with central mission to disseminate knowledge, enrich the cultural experience, and an enhance the quality of life through patient care. The pillars of the program emphasize providing equitable care to diverse populations, embracing research, and implementing the knowledge directly into the community.

Assessment of the Need

There has been an identified need for advanced/specialty practitioners within the approved specialty areas; and there is an established need for the program the institution, state, region, and as a profession (athletic training).

Institutional Assessment: Currently, there is a post-professional program (Master of Science in Advanced Athletic Training) which has coursework in emergency care and advanced clinical skills. Due to the ongoing degree transition in athletic training from the baccalaureate to graduate level, the need for the post-professional master's program is becoming obsolete. However, an external consultant was

acquired to assess our institutional landscape in Spring 2022 to learn about our routes (ex: residency, fellowship, certificate) and believed the institution has the resources and recognized history of excellence to support post-professional pathways in athletic training.

State and Region Assessment: There is a need to recruit and develop athletic trainers in the state of South Carolina and throughout the region. Athletic trainers provide healthcare to various populations involved in work, life, and sport including college/university athletes, high school and youth athletes, military, law enforcement, physician practice, hospital, clinic, performing arts, industrial, and more. Specifically, the provision of healthcare services to the high school student-athletes, which is estimated to include 7.6 million boys and girls in 2021-2022, is typically coordinated by an athletic trainer. Previous research has called for athletic trainers to be hired and placed in medically underserved communities to fill critical access to care needs. Access to athletic trainers positively influences student-athlete's health care across several measures. Unfortunately, the state of South Carolina is ranked 45th in health outcomes nationally. Coupled with 21.5% of the population being under the age of 18, there is a critical need to develop athletic trainers skilled in behavioral health care to serve the remote & rural populations of the state, as well as the growing job sectors in the state where athletic trainers can work. This includes Fort Jackson, Amazon, and other industrial companies like Dominion Energy. In addition to the overall ranking, South Carolina is ranked 44th in social and economic factors, 38th in clinical care, and 43rd in health behaviors emphasizing the health inequities for the state. Lastly, the population of South Carolina is estimated at 5.1 million people with 36.6% of the population identifying as non-White with 26.7% of people Black or African American and 6.4% of people Hispanic. There is a need to prepare a diverse workforce to take care of the diverse community of South Carolina.

Professional Assessment: At the current time, there are only 2 other institutions offering advanced post-graduate certificates. They include University of Kentucky (in person, 16 credit hour program focused on advanced injury rehabilitation) and AT Still University (100% online, varied hours focused in 5 certificates areas including orthopedics, sports neurology, leadership, rehabilitation, and clinical decision-making). Previously, there were 12+ options of post-graduate master's programs, like the post-professionals advanced master's program currently at USC, for athletic trainers to select from. Currently, there are no athletic training programs delivering advanced training in behavioral health care. A list of selected articles published athletic training is provided below in a table identifying the critical need for additional psychosocial, mental health, and behavioral recognition training in athletic training. Moreover, the degree transition has created a need for new post-professional routes for students in the new entry to practice route. Students must now enroll in a MS in Athletic Training program to be eligible for their boards and practice as a certified athletic trainer. This has created a need for opportunities for internships to get more experience before autonomous care. The proposed certificate would allow for additional training in specific content areas, while gaining much needed mentorship and job experience which is critical in the field.

List of Selected Articles Identifying Need for Certificate
Athletic trainers' skills in identifying and managing athletes experiencing psychological distress (Appendix A)
Recently certified athletic trainers' undergraduate educational preparation in psychosocial intervention and referral (Appendix B)
Employer and employee opinions of thematic deficiencies in new athletic training graduates (Appendix C)
Perspectives of a Mental Health Emergency Standardized Patient Encounter: A Follow-Up Interview of Athletic Trainers (Appendix D)

Athletic trainers' educational satisfaction and technique use within the psychosocial intervention and referral content area (Appendix E)

Newly credentialed athletic trainers' perceptions of professional preparation for their role as collegiate graduate assistants (Appendix F)

REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE (NEW PROGRAM)

PURPOSE

The Certificate of Graduate Study in Behavioral Health (BH) will focus on integrating best practices in behavioral health recognition and referral for optimal patient outcomes. The BH certificate will be an online program focused on the Commission on Accreditation of Athletic Training Education (CAATE) approved specialty areas of behavioral health. Athletic Trainers are expected to promote a healthy lifestyle and environment to all patients. A holistic approach includes promotion of physical, social, intellectual, emotional, mental, and spiritual wellness. Additionally, Athletic Trainers must recognize associated risks and morbidity factors to provide correct and effective interventions or referral to higher specialized care specifically in behavioral and mental health. Students will learn how to clearly demonstrate advanced patient-care knowledge and skills including mental & behavioral health such as identifying, referring, and giving support to patients with behavioral health conditions. In addition, the learners will advance their understanding of how to work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety, psychosis, mania, and feeding & eating disorders.

The Certificate in Graduate Study in BH is founded on 4 pillars. The pillars include:

- Advanced Practice Leadership
- Delivery of a diverse, equitable, assessable, and inclusive healthcare practice
- Policy-to-Practice Integration
- Implementation and development of research

Admission Requirements

Applicants for admission to the **Certificate of Graduate Study in Behavioral Health in Athletic Training** program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all University of South Carolina Graduate School general admission requirements.
1. Candidates are required to demonstrate proficiency in English when applying.
2. Candidates must have achieved a minimum 3.0 GPA (on a 4.0 scale) for all degrees earned.
2. Candidates accepted for admission to the program will have earned a bachelor's or higher degree in athletic training prior to enrollment from a regionally accredited institution.
3. Applicants to the certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer prior to matriculating.
4. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.

Completion requirements: To earn a **Certificate of Graduate Study in Behavioral Health in Athletic Training**, all students must:

- Complete with a passing grade ("C" or better) all required courses.

- Have a cumulative 3.0 GPA upon graduation.

CURRICULUM

Length of the Program: The certificate program consists of 6 classes (18 credits total) including 4 core content courses, one public health course, and one elective course from Exercise Science or Public Health. The proposed timeline is one full academic year (summer, fall, spring) with an admission entrance points in the summer.

Curriculum Map:

Summer	<ul style="list-style-type: none"> • PUBH 700: Perspectives in Public Health (3 credits) • ATEP 751: Concepts of Behavioral & Mental Health (3 credits)
Fall	<ul style="list-style-type: none"> • ATEP 753: Assessing and Treating Feeding and Eating Disorders, Exercise and Food Addictions (3 credits) • Public Health or Exercise Science Elective (3 credit)
Spring	<ul style="list-style-type: none"> • ATEP 752: Mental Health Challenges in Sport and Physical Activity (3 credits) • ATEP 754: Mental Health Treatments, Therapies, and Interventions (3 credits)

New Courses Bulletin Descriptions:

All new courses have been developed and approved by departmental vote in November 2022, and submitted for graduate school approval in February 2023.

- **ATEP 751** Concepts of Behavioral & Mental Health: This course will provide Athletic Trainers with advanced knowledge on theoretical and applied information regarding mental and behavioral health theories, models, and concepts around mental and behavioral health. In addition, we will explore mental and behavioral health in a larger social services system. We will do this through integration of patient-centered care, diversity, and equity issues relevant to mental and behavioral health, and development of clinical techniques will be explored (e.g., screening, ethics & reporting, confidentiality, recognition & referral process, etc.).
- **ATEP 752:** This course will provide athletic trainers with an in-depth exploration of scientific literature on mental health disorders. For each unit, we will explore conditions in terms of key diagnostic features, diagnostic criteria, prevalence, development and course of the condition, risk and prognostic factors, suicide risk, and functional consequences. Finally, the course will have a specific emphasis will on patient-centered and holistic healthcare with respect to public health, shared decision making, and equity.
- **ATEP 753:** This course will introduce students to epidemiology, clinical presentation, clinical work-up, diagnosis and treatment approaches and medical complications of patients with various feeding and eating disorders. This course will integrate both psychiatric and medical knowledge and compliment clinical and didactic experiences across athletic training.
- **ATEP 754:** This course will explore the management of behavioral health concerns. The topics will focus on behavioral healthcare providers, role of therapy, counseling, and medication. Furthermore, we will develop the skills and abilities to intervene within our scope of training as athletic trainers for mental health care.
- **PUBH 700 Perspectives in Public Health:** Seminar-format orientation to history, mission, and core services and disciplines of public health to develop understanding of

current public health practices and how many health-related disciplines contributes to achieving public health goals.

Public Health & Exercise Science Electives (Options)

- **PUBH 735 Public Health Planning:** A practical approach to planning public health programs through the application of planning frameworks and the exploration of fundamental issues in planning, implementing and evaluating programs in various settings addressing diverse populations and issues. (has pre-reqs PUBH 725 and PUBH 726)
- **PUBH 730 System, Policy, Leadership:** A course on public health management and policy process and advocacy to develop effective public health leaders. Included is an emphasis on the relationship between people and their environment and the impact of the environment on human health and well-being. (has pre-reqs PUBH 725 and PUBH 726)
- **EPID 730 Public Health Surveillance Systems:** Introduction to the concepts, implementation, and evaluation of surveillance systems to monitor the health of human population. (EPID 701, PUBH 725)
- **EXSC 797 Public Health Practice:** The focus of this course is the performance of a limited works or service project in an approved public need setting and the demonstration of at least 5 competencies related to previously identified aspects of the student's chosen role.

EVALUATION & ASSESSMENT

Purpose

The Certificate of Graduate Study in Behavioral Health (BH) will focus on integrating best practices in behavioral health recognition and referral for optimal patient outcomes. The BH certificate will be an online program focused on the Commission on Accreditation of Athletic Training Education (CAATE) approved specialty areas of behavioral health. Athletic Trainers are expected to promote a healthy lifestyle and environment to all patients. A holistic approach includes promotion of physical, social, intellectual, emotional, mental, and spiritual wellness. Additionally, Athletic Trainers must recognize associated risks and morbidity factors to provide correct and effective interventions or referral to higher specialized care specifically in behavioral and mental health.

The BH certificate is central to the institutional mission by educating through teaching, community engagement, and creative activity. As part of the proposed BH certificate, we plan to offer graduate assistantships to the practicing athletic trainer. The graduate assistantship will provide financial assistance in return for healthcare services to campus, local Columbia, and greater Midlands institutions and companies. For example, the learner could obtain a graduate assistantship for the one-year graduate study certificate and provide healthcare services during that year. The purpose is to allow the learner an opportunity to practice their advanced skills with patients, receive mentorships and support from the faculty, and engage with stakeholders in a community partnership. In addition, the certificate will align directly with central mission to disseminate knowledge, enrich the cultural experience, and an enhance the quality of life through patient care. The pillars of the program emphasize providing equitable care to diverse populations, embracing research, and implementing knowledge directly into the community.

Mission: The Certificate of Graduate Study in Behavioral Health (BH) in Athletic Training will focus on integrating best practices in mental health recognition and referral for optimal patient outcomes.

Program Objectives:

1. Develop and apply advanced practice leadership behaviors and skills.
2. Articulate and integrate behavioral health care strategies that are diverse, equitable, assessable, and inclusive.
3. Create and evaluate behavioral health policies and procedures and implement them into athletic training clinical practice.

4. Appraise, conduct, and employ evidence for behavioral health care.

Upon completion of the Certificate of Graduate Study in BH, the athletic trainers will be able to:

1. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual 5.
2. Describe the signs, symptoms, medical consequences, and treatment of mental and behavioral health conditions across the lifespan and for at-risk populations.
3. Reflect decision making with respect to population health and health equity.
4. Compare the role(s), functions, and professional identity of athletic trainers in a variety of mental and behavioral health practice settings and establish a network of behavioral health professionals to serve as a consultant and leader for behavioral health patients.
5. Educate others to improve, generate and disseminate new behavioral health knowledge and skills.
6. Demonstrate appropriate behavior with regard to ethical and legal issues in the practice of athletic training and clinical mental and behavioral health.
7. Describe organizational, administrative, fiscal, and legal dimensions of mental and behavioral health practice settings and institutions.
8. Design and implement mental and behavioral health policies and procedures for clinical practice settings including referral pathways.
9. Design and implement principles of program development and service delivery for a mental and behavioral health patient, including but not limited to: prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
10. Application of appropriate treatment modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, brief, intermediate, and long-term approaches (referral and recognition processes)

The chart below summarizes program goals, student learning outcomes, methods of assessment and expectation of student performance.

Program Goal	Student Learning Outcomes Aligned with Program Objectives	Methods of Assessment
Goal 1: Develop and apply advanced practice leadership behaviors and skills.	Learning Outcome 1: <ul style="list-style-type: none"> • Compare the role(s), functions, and professional identity of athletic trainers in a variety of mental and behavioral health practice settings and establish a network of behavioral health professionals to serve as a consultant and leader for behavioral health patients. 	Measurement of Learning Outcome 1: <ul style="list-style-type: none"> • Balint Groups • Group Therapy Delivery • In-Person Institute Activity-Standardized Patient Encounter
Goal 2: Articulate and integrate behavioral health care strategies that are diverse, equitable, assessable, and inclusive.	Learning Outcome 2: <ul style="list-style-type: none"> • Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual 5. • Describe the signs, symptoms, medical 	Measurement of Learning Outcome 2: <ul style="list-style-type: none"> • Video Training: Adverse Events and Interviewing Skills • Telepsychiatry Patient Encounter • Life Coaching/Peer Support Certificate

	<p>consequences, and treatment of mental and behavioral health conditions across the lifespan and for at-risk populations.</p> <ul style="list-style-type: none"> • Reflect decision making with respect to population health and health equity. • Design and implement mental and behavioral health policies and procedures for clinical practice settings including referral pathways. • Application of appropriate treatment modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, brief, intermediate, and long-term approaches (referral and recognition processes) 	<ul style="list-style-type: none"> • Exploring the Community, you Serve • Weight Management Assessment Plan • In-Person Institute Activity – Standardized Patient Encounter
<p>Goal 3: Create and evaluate behavioral health policies and procedures and implement into athletic training clinical practice.</p>	<p>Learning Outcome 3:</p> <ul style="list-style-type: none"> • Demonstrate appropriate behavior with regard to ethical and legal issues in the practice of athletic training and clinical mental and behavioral health. • Describe organizational, administrative, fiscal, and legal dimensions of mental and behavioral health practice settings and institutions. • Design and implement principles of program development and service delivery for a mental and behavioral health patient, including but not limited to: prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help. 	<p>Measurement of Learning Outcome 3:</p> <ul style="list-style-type: none"> • Ignite Talk • Mental & Behavioral Health Policy & Procedures • Mental Health Recognition & Referral Pathways • Feeding/Eating Disorder & Weight Management Policy & Procedures • In-Person Institute Activity – Standardized Patient Encounter
<p>Goal 4: Appraise, conduct, and employ evidence for behavioral health care.</p>	<p>Learning Outcome 4:</p> <ul style="list-style-type: none"> • Educate others to improve, generate and disseminate new behavioral health knowledge and skills. 	<p>Measurement of Learning Outcome 4:</p> <ul style="list-style-type: none"> • Psychological Case Study

		<ul style="list-style-type: none"> • Mental Health Clinical Monograph • In-Person Institute Activity – Standardized Patient Encounter
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ADMINISTRATIVE OVERSIGHT

Oversight of the BH Certificate Program would be provided through various levels of the program, department, Arnold School of Public Health, and Graduate School. At the program level, the Post-Professional Graduate Director will oversee all the administrative aspects of the certificate program (recruitment, graduate applications and admissions, academic advising, and assessment/evaluation). Faculty within the Department of Exercise Science Athletic Training Programs will be asked to participate in admission evaluations and other responsibilities on an as-needed basis. At the department level, the department chair provides general administrative oversight to ensure compliance with departmental, college, and graduate school policies and regulations. The Post-Professional Graduate Director will also serve as a liaison between the graduate school and the program to assist in the admission process and to ensure that all students are fulfilling certificate completion requirements in alignment with the program, department, and the graduate school expectations. At the college level, the Associate Dean for Academic and Faculty Affairs. The associate dean provides academic reviews and any curriculum changes. At the university level, the Graduate School provides oversight for all graduate certificate programs including admissions, academic progress and support compliance with all university policies and regulations, and eligibility for completion of certificate program. The Graduate School also provides support services for students to ensure graduate students are successful in their academic, professional and personal lives.

FACULTY QUALIFICATIONS

The University of South Carolina Faculty Manual outlines the minimum qualifications required of teaching faculty by rank. For tenured/tenure-track appointments (e.g., Professor, Associate Professor, Assistant Professor) faculty are required to hold a terminal degree in the teaching, or in a closely related, discipline in addition to a potential, for untenured faculty, or an established scholarly presence within a disciplinary area of expertise. For Instructors, a faculty member is expected to possess a master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline.

ACAF 1.20: Credentials Verification for Instructors of Record (Appendix G) requires that the credentials of all instructors of record are in compliance with accreditation requirements. For instructors of record at the graduate level, faculty must have earned a doctoral/terminal degree in the teaching discipline or related discipline. When the credentials of an instructor of record does not meet these requirements but demonstrates outstanding professional experience or contributions to the teaching discipline, the individual may be alternatively credentialed. To teach a course at the graduate level this requires that the course department explain and provide documentation of the instructor’s alternative qualifications to teach a specific course, which may include research, professional licensure or qualification, professional development, or other specialized training. In addition, for graduate courses, the instructor must have, at a minimum, 18 hours of relevant graduate coursework in addition to alternative credentials. Any exceptions require approval from the Office of the Provost.

Please see (Appendix H) for the faculty roster containing information for those faculty teaching required coursework within the graduate certificate program, **Behavioral Health for Athletic Trainers (BHAT)**. The faculty roster includes courses taught during Spring 2023 and Fall 2023. Faculty listed in roster are the same faculty that are expected to teach when the program starts in Fall 2024.

Currently, we have 6 FTE's (see table below) that teach and support both our current MS in Advanced Athletic Training Program (Post-Professional Athletic Training Program) and MS in Athletic Training Program (Professional Athletic Training Program). The current MS in Advanced Athletic Training Program is a 36-credit program and is taught with 4 existing athletic training faculty. The current MS in Advanced Athletic Training Post-Professional Athletic Training (PPAT) program is estimated to be terminated at the end of Spring 2026. Therefore, faculty will transition their teaching responsibilities to the BH certificate program (new PPAT Certificate).

Current Faculty	Faculty Rank	Contract	Teaching Responsibility
Toni Torres-McGehee PhD, ATC	Associate Professor	10.5 Month	2 PPAT Courses
Susan Yeargin PhD, ATC	Associate Professor	9 Month	2 PPAT Courses
Dawn Emerson PhD, ATC	Clinical Assistant Professor	9 Month	1 PPAT Course & 4 PAT Courses
Zachary Winkelmann PhD, ATC	Clinical Assistant Professor	10.5 Month	3 PPAT Courses & 2 PAT Courses
Jim Mensch PhD, ATC	Clinical Associate Professor	10.5 Month	5 PAT Courses
Amy Fraley Hand PhD, ATC	Clinical Assistant Professor	10.5 Month	5 PAT Courses

Note: Post-Professional Athletic Training (PPAT) and Professional Athletic Training (PAT)

We also have 2 dedicated staff members one to support the PPAT Program and one to support the Professional Athletic Training program, so no additional staff support is necessary, as the current staff member associated with the Post-Professional Athletic Training Program will transition to the Post-Professional Certificate Program.

LIBRARY AND LEARNING RESOURCES

The Thomas Cooper Library acquires materials in a variety of formats in a variety of formats that support current and projected curricular offerings, the needs of the students, and faculty teaching and research within the Athletic Training.

- **Library Resources:** The Thomas Cooper Library collection of current journals, e-journals and textbooks related to the medical field is quite comprehensive. The library offers resources in terms of databases, journal search, and online access to streaming video and audio. These may be helpful search tools when completing evidence-based assignments. In addition, the use of interlibrary loan and online resources will be helpful in this distance program. Key journals for the post-professional athletic training BH Certificate include:
 - Journal of Athletic Training
 - Medicine and Science in Sport and Exercise
 - International Journal of Sport and Exercise Psychology
 - Psychology of Sport and Exercise
 - Athletic Training Education Journal
 - College Athletics and Law

- BMC Sport Science
- Medicine, and Rehabilitation
- British Journal of Sports Medicine
- Advances in Eating Disorders
- Eating and Weight Disorder
- Eating Behavior
- Eating Disorders
- International Journal of Eating Disorders
- Journal of Eating Disorders
- Body Image

There are no additional resources needed.

- **Equipment:** Instructional equipment will be needed for the 4 core content courses. The current in-person Master of Science in Athletic Training program at University of South Carolina has adequate resources to deliver advanced level training in behavioral health. These resources will remain shared resources for both the Master of Science in Athletic Training and the BH Certificate Program. These includes high-fidelity simulators, part-task trainers, medical equipment, and simulation capture equipment. However, additional equipment for online learning will need to be secured. This includes but not limited to: high-definition webcams and pedagogy training/certificate in online teaching delivery.
- **Facilities:** There is facility space from the Arnold School of Public Health to support delivery online and in-person learning for the in-person institute. Currently, the program has 2 lecture, 2 lab spaces, and 1 functional athletic training clinical within the Blatt PE Center dedicated to the athletic training programs. In addition, there is a private research lab that can support ongoing meetings and recordings for content creation. There is a private office spaces for the delivery of online learning and adequate software such as Zoom and Qualtrics to deliver the program. Additional software such as video editing software, cloud storage, and access to live streaming services may be considered to elevate the distance delivery. There is no identified need for new or modified existing facilities.

STUDENT SUPPORT SERVICES

The Athletic Training programs has 6 full-time faculty that will assist in the mentoring and education of the students. The Post-Professional Graduate Director will be responsible for assisting with student support services when needed. The Arnold School of Public Health (ASPH) also has a graduate support office, to help students navigate the graduate school process and to find additional support (e.g., travel grants, scholarships, etc.). Student services extend beyond the department and ASPH. We will encourage all students to take advantage of additional student support:

Graduate Student Resource Hub: (Appendix I) The primary mission of the Graduate Student Resource Hub is to provide a more integrated graduate student experience that holistically encompasses academic training and professional development for students at USC.

Graduate Student Association Awards: (Appendix J) The Graduate Student Association Awards honors and recognizes the contributions of the graduate and professional students to the University of South Carolina and Carolina Community.

Ombuds: (Appendix K) The Graduate School Ombuds serves as a confidential, neutral, informal and independent resource for graduate students' concerns and conflicts.

On-Campus Help & Activities: (Appendix L) Provides opportunities for students to get involved and have resources available to them across campus.

Opportunities Bulletin Board: (Appendix M) This is a place for events, fellowship, job postings, announcements and learning opportunities for graduate students.

Professional Development: (Appendix N) Landing a professional position is critical following the completion of graduate degrees/certificates. This resource provides a list of tools, resources, and professional development programs to help students discover and develop their career potential. Resources include but not limited to: career guidelines, teaching training, publishing, individual development plans, grant and proposal writing, communication and negotiation, etc.).

Scholarly Initiatives: (Appendix O) A resource to enhance your in-classroom experience through professional development, pedagogical training and exposure to non-academic settings (i.e., Grace Jordan McFadden Professors Program, Presidential Fellowship, Rising Star Fellowship).

Travel Grants: (Appendix P) Travel grants are available for graduate students.

International Student Services (Appendix Q) provides support, advising and programming for international students who currently study at USC. **Phone:** 803-777-7461; **Email:** iss@sc.edu

Veterans Services (Appendix R) can help ensure that students, faculty and staff who have served in the military receive the VA benefits to which you are entitled, and provide you with ongoing support throughout your college experience.

Phone: 803-777-5156

Email: veterans@sc.edu

Student Disabilities Services: (Appendix S) The Office of **Student Disability Services** empowers students to manage challenges and limitations imposed by disabilities. Our professionally trained staff provides students with exceptional services as they transition to college or continue their studies at the University. The office serves students with learning, physical, health, or psychiatric disabilities in managing the varying demands of the University experience. In addition to serving students, the staff assists the University community in making programs, services, and activities **accessible for everyone**.
Phone: 803-777-6142

PHYSICAL FACILITIES

Athletic Training Programs' Teaching & Lab Spaces

The Athletic Training Programs have both specialized teaching and laboratory classroom. Our curriculum requires skill-based instruction and assessment with a lot of specialized medical equipment for evaluation, diagnosis, emergency care, treatment, and rehabilitation. We have 2 specialized teaching spaces (Blatt PE Center 107b and 217); and 3 specialized clinical spaces (Blatt PE Center rooms 107; 120; 217a), and 1 teaching and research space (this space includes standardized patient encounter cameras so is also used for teaching. Beyond these spaces, additional facilities are not needed to offer the

Federal, Grant, or Other Funding								
Total	\$469,990.00	\$469,990.00	\$525,242.00	\$525,242.00	\$580,495.00	\$580,495.00	\$829,757.00	\$856,757.00
Estimated Costs Associated with Implementing the Program by Year								
Category	1 st		2 nd		3 rd		Grand Total	
	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries								
Facilities, Equipment, Supplies, and Materials	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Library Resources								
UofSC Participation Tax (17% of tuition revenue)	\$17,510.85	\$17,510.85	\$26,266.19	\$26,266.19	\$35,021.70	\$35,021.70	\$74,208.74	\$78,798.74
Other (specify)								
Total	\$27,510.85	\$27,510.85	\$36,266.19	\$36,266.19	\$45,021.70	\$45,021.70	\$84,208.74	\$88,798.74
Net Total (Sources of Financing Minus Estimated Costs)	\$442,479.15	\$442,479.15	\$488,975.81	\$488,975.81	\$535,473.30	\$535,473.30	\$745,548.26	\$767,958.26

DESCRIPTION OF INSTITUTIONAL EVALUATION & ASSESSMENT PROCESSES FOR THE CHANGE

The University of South Carolina, Columbia has an assessment protocol in place for all programs within academic units. The program assessment process occurs on a 2-year schedule in which programs report their assessment data as means to analyze student performance, evaluate program efficiency, and utilize results to influence program and/or assessment revisions. The program will be assessed through the standard University of South Carolina assessment software system, Assessment Plan Composer, which is used to report results on all program goals and objectives and within, or outside of, specific course assessment will occur. Assessment data will be reviewed each year by the program director, program faculty, and department chair to determine if changes need to be made to individual courses and/or the program. It is important to note, the Arnold School of Health has an Assessment Coordinator that will assist in gathering assessment day each semester and will assist in the overall assessment process.

CONTINGENCY PLAN- CERTIFICATE IN BEHAVIORAL HEALTH FOR ATHLETIC TRAINING

The current MS in Advanced Athletic Training Program is a 36-credit program and is taught with 4 existing athletic training faculty. The current MS in Advanced Athletic Training program is estimated to be terminated at the end of Spring 2026. Therefore, faculty will transition their teaching responsibilities to the BH certificate program. Most resources for the Certificate for Behavioral Health for Athletic Training

program build off the existing infrastructure that is already in place at the University. Enrollment projections are very conservative based on anticipated demand and our assessment of need within the institution, state, region, and nationally. The University does not need to hire new faculty to support this program at the start. Therefore, if enrollment number decline, we can propose and implement a teach out plan if needed.