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TOWSON UNIVERSITY

Office of
the President
8000 York Road
Towson, MD 21252-0001

April 9, 2020

James D. Fielder Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

Towson University seeks your review and approval of a **Master of Science in Athletic Training** under Code of Maryland Regulations (COMAR) 13B.02.03.06.

The University has offered a Bachelor of Science degree in Athletic Training since 1996. The Commission on Accreditation of Athletic Training Education accredits the program and successful completion leads to eligibility to sit for the certification examination that the Board of Certification for the Athletic Trainer administers. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022; that directive prompts this proposal.

Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President
KS/wrf

Cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. Karen Eskow, Interim Dean of Graduate Studies
Dr. Westley Forsythe, Director of Accreditation and Compliance Services
Dr. Tab Uhrich, Associate Dean, College of Health Professions
Dr. S. Maggie Reitz, Vice Provost for Academic Affairs

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Towson University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: ( ) Yes ( ) No
Payment Type: (●) R*STARS ( ) Check
Payment Amount: 850
Date Submitted: 04-17-2020

Department Proposing Program	Kinesiology	
Degree Level and Degree Type	Master of Science	
Title of Proposed Program	Athletic Training	
Total Number of Credits	60	
Suggested Codes	HEGIS: 83505.00	CIP: 51.0913
Program Modality	(●) On-campus	( ) Distance Education (*fully online*)
Program Resources	(●) Using Existing Resources	( ) Requiring New Resources
Projected Implementation Date	(●) Fall ( ) Spring ( ) Summer	Year: 2020
Provide Link to Most Recent Academic Catalog	URL: https://catalog.towson.edu/graduate/	
Preferred Contact for this Proposal	Name: Westley Forsythe	
	Title: Director of Accreditation and Compliance Services	
	Phone: (410) 704-3312	
	Email: wforsythe@towson.edu	
President/Chief Executive	Type Name: Kim Schatzel	
	Signature: Kim Schatzel	Date: 04/09/2020
	Date of Approval/Endorsement by Governing Board:	

Revised 3/2019

Executive Summary

The Department of Kinesiology in the College of Health Professions (CHP) at Towson University (TU) has offered a Bachelor of Science degree in Athletic Training (BSAT) since 1996. Successful completion of the Athletic Training Program, which is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), leads to eligibility to sit for the certification examination administered by the Board of Certification for the Athletic Trainer (BOC-AT) and to enter the workforce in the profession of athletic training. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022. In response to that directive and to continue educating athletic trainers to meet Maryland's healthcare, wellness and fitness needs, TU proposes to offer the Master of Science in Athletic Training (MSAT).

The TU MSAT will be anchored in the foundation and long-standing success of the TU BSAT. Specifically, the TU BSAT program has a strong reputation and is recognized for its success in educating ATs to serve as members of Maryland's healthcare workforce (e.g., graduation rate; first-time student pass rate on the certification examination; employment of graduates). Graduates of the program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and across the United States. Graduates have also pursued advanced medical education following completion of the AT degree.

The MSAT curriculum will address emerging healthcare system complexities with focused attention on population health. TU has developed a robust graduate curriculum that has been approved institutionally and is in alignment with the CAATE standards. A two-year, full-time graduate program will be offered to meet the educational and workforce needs for athletic trainers. TU has the resources, experience, and expertise to offer the MSAT program providing graduate-level academic rigor and clinical excellence, while responding to healthcare workforce needs, opportunities, and accreditation changes.

A. Centrality to Institutional Mission Statement and Planning Priorities

Description of the Program

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment under the direction of, or in collaboration with, a physician. As a part of the health care team, services provided by ATs 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. The education required to meet growing and more complex healthcare needs has advanced to a graduate professional degree. Specifically, in May 2015, the Athletic Training Strategic Alliance, a group of four leading organizations (i.e., National Athletic Trainers Association (NATA); Board of Certification for the Athletic Trainer (BOC-AT); Commission on Accreditation of Athletic Training Education (CAATE); National Athletic Trainers Association Research and Education Foundation) mandated that the professional degree for athletic training programs must be a Master of Science by 2022.[1] In response to that directive and to continue to offer athletic training education opportunities, the current bachelor's degree in athletic training (BSAT) will transition to a master's degree for entry into practice as a certified athletic trainer.

The Master of Science in Athletic Training (MSAT) program will use a competency-based approach in both the classroom and clinical settings. The program will use a medical-based education model that includes acquisition of knowledge, skills and clinical abilities combined with a broad scope of foundational behaviors of professional practice. In creating the courses for the MSAT, a key component was to ensure the use of current evidence-based best practices in athletic training education and pedagogical strategies for instruction of athletic training knowledge and skills.

The Department of Kinesiology (Kinesiology) will house the MSAT program. The MSAT curriculum is a two-year, full-time graduate program developed to fully align with CAATE standards. Specifically, the MSAT is comprised of 60 credits which include 30 credits of theory and didactic coursework, 12 credits of on-campus laboratory coursework, and 18 credits of clinical coursework. During the final semester, a 9-credit immersive clinical experience will focus on comprehensive patient-centered care. The following chart offers the proposed MSAT Program of Study:

MSAT Program of Study

Year #1		
Summer	**Fall**	**Spring**
KNES 560: Fundamental Concepts and Competencies in Athletic Training *(3 credits; 45 lab hours)* KNES 565: Health Informatics and Quality Improvement *(3 credits)*	KNES 615: Acute & Traumatic Injury: Assessment and Management *(3 credits; 45 lab hours)* KNES 625: Evidence-Based Assessment of the Lower Extremity *(3 credits; 45 lab hours)*	KNES 626: Evidence-Based Assessment of the Upper Extremity *(3 credits; 45 lab hours)* KNES 623: Rehabilitative Care: Therapeutic Exercise *(3 credits; 45 lab hours)*

	KNES 622: Acute and Rehabilitative Care: Therapeutic Modalities *(3 credits; 45 lab hours)* KNES 602: Practicum I: Clinical Application of Athletic Training Competencies *(3 credits – 150 clinical fieldwork hours)*	KNES 681: Epidemiology and Research Methods in Athletic Training *(3 credits)* KNES 604: Practicum II: Clinical Care of the Lower Extremity *(3 credits – 150 clinical fieldwork hours)*
Year #2		
Summer	**Fall**	**Spring**
KNES 650: Human Performance Optimization *(3 credits; 45 lab hours)* KNES 606: Practicum III: Clinical Care of the Upper Extremity *(3 credits – 150 clinical fieldwork hours)*	KNES 627: Evidence-Based Assessment of the Head and Spine *(3 credits; 45 lab hours)* KNES 701: Maximizing Rehabilitation Interventions *(3 credits; 45 lab hours)* KNES 702: Pathophysiology of Medical Conditions *(6 credits; 90 lab hours; 45 clinical fieldwork hours)*	KNES 668: Advanced Diagnostic Imaging and Pharmacology *(3 credits)* KNES 703: Practicum IV - Comprehensive Patient-Centered Care *(9 credits – 450 clinical fieldwork hours)*

The MSAT is a competency-based curriculum that allows students to begin their education at a foundational, basic skills level. As students progress through the six-semester year-round program, each semester builds on knowledge and skills learned in previous courses. Successful completion of each course and each semester indicates growing levels of demonstrated knowledge and competency in the athletic training skills needed to provide safe and effective healthcare across multiple populations in professional, amateur, and recreational settings. Graduates of TU's BSAT program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and the United States. Further, the BSAT program has been successful in retaining and graduating 88% of the students who were admitted (3-year aggregate rate).[2] In addition, the student pass rate on the certification examination administered by the BOC-AT is 98% compared to a national average of 80.8%,[2,3] and the current employment rate of program graduates as athletic trainers is 77%.[2] Ultimately the MSAT builds on this strong foundation, reputation, and success of athletic training education at TU and includes clinical education experiences as well as didactic learning opportunities, and supports student success, institutional need, and workforce demand.

Proposed Program Supports the Institution's Goals

In preparing the MSAT program, ensuring consistency with the vision, mission, and strategic planning of TU has been a priority. *TU 2020: A Focused Vision for Towson University* defines eight priorities. The MSAT is strongly aligned with these priorities, in particular the following areas will be supported by this program:

- Academic Excellence and Student Success
  Academic excellence is generally considered the ability to perform, achieve, or excel in scholastic activities. While promoting academic excellence is a goal of the MSAT program, an equally important goal of the program is ensuring student success. Student success is not simply measured by grades earned or grade point average (GPA), rather it reflects the individual growth of the "whole" student, including, intellectual, emotional, social, and ethical development. The MSAT program affords students opportunities to achieve success by providing experiences that extend beyond the classroom. Students in the MSAT program will have a range of activities from which to choose depending on their personal needs and/or interests, including active participation in professional associations (i.e., state, regional, and national levels), active involvement with student groups (e.g., Athletic Training Majors Club; Graduate Student Association), engagement in research projects that result in oral presentations and/or published articles, participation in seminars on a variety of topics, and engagement in outreach activities. The current athletic training faculty have an established record of excellence in scholarship, teaching, and service. The accomplishments of the faculty ensure a commitment to excellence in the educational, clinical, and professional experiences that will be provided through the MSAT program.
- Internships and Experiential Learning Opportunities
  Clinical experience is an essential component of an athletic training program. Providing internship and clinical experience opportunities expands the educational learning opportunities for students as well as enhances our community outreach programs. The MSAT program will provide clinical education in sites currently being used in the BSAT program. These sites include colleges/universities, high schools, sports medicine centers, hospitals, and the TU campus (Health Center, Athletics, Campus Recreation). With the advanced graduate program, the MSAT program will develop additional community and healthcare partnerships to support required clinical education and internship experiences. New partners will help provide a greater diversity of experiential opportunities for athletic training students.
- A Model for Leadership Development
  A recurring theme evidenced in the curricular design of the MSAT program promotes developing outstanding professional and lifelong leadership. Exposing students in the MSAT program to leadership development will be accomplished through several means, including coursework, clinical experiences, and professional opportunities that may include student organizations, community engagement and volunteer outreach to vulnerable populations. The *Practice Analysis, 7the edition (*previously, the *Role Delineation Study/ Practice Analysis*) published by the BOC-AT identifies leadership as an important role for the AT in performing responsibilities for managing human resources to provide efficient and effective health care and educational services.[4] The curriculum has been developed to support leadership as an expected competency.
- A Model of Outstanding Stewardship
  As a major educator of health professions in the region, the MSAT program will support building and strengthening the healthcare workforce throughout Maryland. The MSAT

program advances the rigor and education of ATs to manage complex care and address injury prevention and rehabilitation needs of those across the lifespan. ATs, by virtue of their emphasis on sport and fitness, will lead to a healthier community and address lifelong well-being.

In keeping with the *TU 2020: A Focused Vision for Towson University*, the *University System of Maryland Strategic Plan*, and the *Maryland State Plan for Higher Education*, the following TU student learning outcomes are promoted in the MSAT program:

- Information Literacy and Technology Competency
  Competency in the use of healthcare informatics is essential to the ability of the AT to perform numerous and varied tasks. These tasks can range from searching, retrieving, and utilizing information derived from online databases and/or internal databases for clinical decision support to properly protecting the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data. The MSAT program will prepare students to efficiently, effectively, and appropriately use information technology as allied health care practitioners.
- Effective Communication
  Effective and efficient communication is crucial in healthcare. Accordingly, written and oral communication is an area that is addressed in coursework, clinical experiences, and CHP interprofessional education opportunities throughout the MSAT program. The goal is for students to demonstrate the ability to communicate effectively with patients, family, and health care personnel appropriate to their level of understanding.
- Specialized Knowledge in Defined Fields
  Athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession. The practice domains for athletic training are injury/illness prevention and wellness, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being. The purpose of the MSAT program is to prepare students as entry-level ATs through an extensive curriculum of didactic and clinical experiences in alignment with national CAATE standards. Successful completion of the program will allow the student to sit for the certification examination administered by the BOC-AT and begin a career in one of the many employment settings available to ATs.
- Working in Multifaceted Work Environments
  ATs are highly qualified, multi-skilled health care professionals who provide care for a wide range of patients across diverse settings. ATs are employed in schools, colleges and universities, professional and Olympic sports, youth leagues, municipal and independently owned youth sports facilities, physician practices, rural and urban hospitals, urgent and ambulatory care centers, clinics with specialties in sports medicine, cardiac rehabilitation, medical fitness, wellness and physical therapy, police and fire departments and academies, the military, and the performing arts. MSAT students will be exposed to these multifaceted environments throughout their education.

Proposed Program: Adequate Funding for First Five Years

Funding for the MSAT program will be provided by a combination of reallocated funds from the current BSAT program and graduate tuition dollars from the MSAT program revenue. The majority of resources will be reallocated.

- Physical Resources/ Facilities
  The MSAT program will be located in Burdick Hall on the TU campus, the current location of the BSAT program. No renovation of current labs or facilities is needed. The current facilities contain sufficient program space and state-of-the-art equipment used for daily instruction of athletic training students enabling acquisition and mastery athletic training knowledge and skills. Regular classrooms, computer labs, and athletic training faculty offices are also available in Burdick Hall. In addition, graduate students in the MSAT program will have access to additional faculty research laboratories that include a gait analysis lab, biomechanics lab and the TU Wellness Center at the Institute for Well-Being.
- Equipment
  Kinesiology is fully equipped to meet the teaching, learning and practices needs of the MSAT students. Operational funds for equipment for the BSAT program will be transferred directly into the MSAT budget. Athletic training students will also share equipment in Kinesiology as needed. The CHP and the Department of Nursing maintain high tech simulation equipment and facilities that can be accessed by MSAT faculty and students.
- Student Support Services
  TU offers a wealth of student support services as well as a dedicated focus on resources for graduate students. The Division of Student Affairs at TU is designed to provide comprehensive resources to support students' academic achievement. These include, but are not limited to, services through the Career Center, Counseling Center, Accessibility and Disability Services, Health Center, Office of Student Conduct and Civility Education, and Veterans Center. In addition, the Office of Graduate Studies provides paid graduate assistantships, resources for professional development with conference attendance at major meetings, and leadership opportunities with dedicated mentors.
- Faculty, Staff, and Administrative personnel
  All faculty and staff supporting the current BSAT program will be reallocated to the MSAT program. With the development of this advanced professional graduate level degree and the increasing rigor and implementation of evidence-based practice and quality health outcome metrics, one full-time faculty and one dedicated staff program specialist will be required to meet the teaching, research and accreditation needs of the MSAT program. The full-time faculty member will assist in delivery of coursework and the program specialist will manage the extensive administration work including clinical affiliation agreements, detailed documentation needs and clinical scheduling and coordination.

B. Critical and Compelling Regional Need as Identified in the State Plan

Demand and need for the program in terms of meeting present and future needs of the region and the State.

In 2018, there were 385 CAATE-accredited athletic training programs in the United States.[1] It was estimated that there would be a reduction of approximately half of the athletic programs in the country subsequent to the CAATE mandate that programs transition from a Bachelor of Science to a Master of Science degree.[1] Some institutions would either not choose to or be unable to transition successfully to a Master's level program. As a result, an increase in demand for student capacity in MSAT accredited programs is projected.

TU is one of three CAATE-accredited athletic training programs in the state of Maryland. Each of the programs is in a different geographical region of the State and has existed for more than 20 years. Salisbury University and Frostburg State University have successfully transitioned from a Bachelor of Science Degree to a Master of Science Degree.

The demand to attend TU has been high for many years. Given the documented successes of the BSAT (e.g., retention rate; graduation rate; first time pass rate BOC-AT certification examination; graduate school acceptance; employment rate) coupled with the anticipated decrease in the availability of Master's level programs, an increase in applicants for the MSAT program at TU is expected.

Evidence that perceived need is consistent with Maryland State Plan for Postsecondary Education.

The MSAT addresses several aspects of the 2017-2021 *Maryland State Plan for Postsecondary Education* including, but not limited to, the following:

- Strategy 4. Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.
  Consistent with TU policy and practices, the MSAT program will ensure commitment to equal education opportunities, regardless of race, disability, ethnicity, gender, or sexual identity. The MSAT at TU will be the only athletic training program available in the Central Maryland region. As such, it provides a large population of Maryland residents with access to a specialized program of study with significant health workforce needs.
- Strategy 5. Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.
  The MSAT, which will require the completion of 60 graduate credits, is structured so that students have the option to complete the program in two years or extend completion over a period of four years. To accommodate traditional and non-traditional graduate students, an abundance of opportunities for career exploration and goal-setting are available to students in the program. In addition, the program of study is based on the requirements for accreditation as a Professional Program in Athletic Training as defined by the

CAATE. Professional programs lead to eligibility to sit for the BOC-AT examination and to enter the workforce as a certified AT.

- Strategy 7. Enhance career advising and planning services and integrate them explicitly into academic advising and planning.
  As a goal of the MSAT program is to prepare students for employment as an AT, the integration of academic and career advising will be an integral component of the program. Advising will encompass the following:
  - provide students with a clear understanding of program requirements and a plan for completion of the requirements;
  - work with students to determine their individual needs, interests, and career trajectories; and
  - ensure student access and use of familiarity with the resources available through the NATA Career Center and the TU Career Center.
- Strategy 8. Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.
  The MSAT will utilize partnerships with public and private high schools, other colleges/universities, sports medicine centers, and hospitals in Baltimore and surrounding areas which have been established by the BSAT. These institutions/organizations (n=25) serve as clinical education sites. The clinical preceptors at these sites are directly involved in the education and evaluation of the athletic training students. The MSAT program will continue to use the existing clinical sites as well as actively recruit additional sites and preceptors to support advanced rigor and diversity of learning experiences. In doing so, there are increased opportunities for students to experience, understand, and apply competencies needed in real-world workplaces. As current and new sites are used for MSAT student education, industry partners will have opportunities to recruit new graduates for their practices. Furthermore, partnerships also afford TU the opportunity to bridge the gap between the institution and local employers in supporting and improving workplace development and readiness.
- Strategy 9. Strengthen and sustain development and collaboration in addressing teaching and learning challenges.
  One of the greatest teaching and learning challenges for clinical healthcare education is the ability to secure strong clinical placements. In shifting to graduate level education, preceptors will likely need additional education about the advanced rigor and curricular changes required to support graduate athletic training education. The BSAT faculty offer annual preceptor workshops to insure clinical education meets program goals and supports student success. These workshops and on-site evaluations by the MSAT Clinical Coordinator will insure graduate level education standards are achieved.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

Work Settings

According to the United States Department of Labor/Bureau of Labor Statistics (BLS) as of

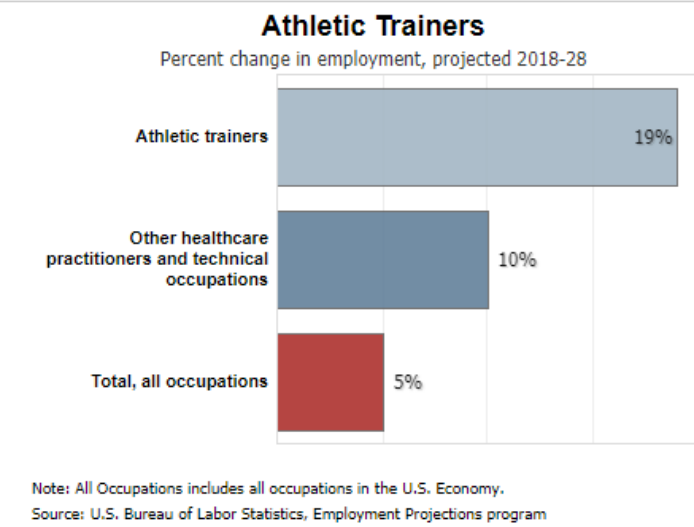
April 2019, ATs are employed in a variety of settings. The largest employers of ATs are provided in Table 1.[5] ATs also work with military law enforcement, professional sports teams and performing arts programs.

Table 1. Bureau of Labor Statistics – Largest Employers of Athletic Trainers	
Educational services; state, local, and private	37%
Hospitals; state, local, and private	17%
Offices of physical, occupational and speech therapists, and audiologist	16%
Fitness and recreational sports centers	7%
Self-employed workers	6%

Employment Opportunities

According to the BLS, there were 31,100 jobs in athletic training in 2018.[5] Employment of ATs is projected to grow by 5,900, or 19 %, from 2018 to 2028. This rate is much faster than the average for all occupations (Figure 1).[5]

Figure 1. Projected Change in Employment of Athletic Trainers
(Retrieved from https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6)



Increased demand is attributed to several factors, including:

- The general public becoming aware of the effects of sport-related injuries
- The continued growth of sport programs at all ages and experience levels contributing to an increased incidence of injuries
- Larger numbers of physically active middle-aged and older populations that will likely result in an increased incidence of musculoskeletal injuries
- A rise in the number of states requiring public secondary schools to employ ATs as part of their athletic programs; ATs are typically on-site and the first responders when injuries

occur; given the expertise and skill-set of ATs, on-site availability has numerous advantages
- Increasingly sophisticated treatments used by ATs in injury prevention, assessment, and rehabilitation
- Employers in settings other than athletic programs (e.g., industrial setting; military bases) hiring ATs as a means for reducing injuries, on-site assessment, treatment, and rehabilitation of injuries.

Projected Employment in Maryland

The projected employment for ATs in many central Maryland counties is expected to increase by an average of 12%.[6] Projected employment for ATs in nearby counties in Maryland is outlined in Table 2.

Table 2. Projected Employment for Athletic Trainers in Surrounding Counties for 2019-2023

Area/County	2019 Jobs	2023 Jobs	2019-2023 Change	Percent Change
Baltimore City	70	80	10	+14%
Montgomery	52	57	5	+10%
Baltimore	45	50	5	+11%
Anne Arundel	26	29	3	+12%
Prince George's	20	23	3	+15%
Howard	19	22	3	+16%
Frederick	13	15	2	+15%
All counties	318	356	38	+12%

D. REASONABLENESS OF PROGRAM DUPLICATION

TU has one of three CAATE-accredited athletic training programs in the state of Maryland. Each of the programs is in a different geographical region in the state and has provided athletic training student education for more than 20 years, demonstrating a need for all three programs. As student interest in athletic training education exceeds the number of seats available in Maryland's programs, academic program duplication has not been an issue. With Maryland's continuing need for healthcare providers to meet the growing needs of Maryland citizens, further program expansion may be indicated. Given the three institutions have successfully offered academic majors in athletic training at the undergraduate level and the increased need for Master's programs in athletic training, the development of a Master's level program in athletic training, by any or all of the three schools, should not have a negative impact on the sustainability of the these programs.

Table 3 outlines enrollment numbers for state and regional competitive "Master of Science in Athletic Training" programs. As per the CAATE, programs are required to report three years of enrollment data.[7]

Table 3. Enrollment Numbers for State and Regional Competitive "Master of Science in Athletic Training" Programs				
Institution	Location	Enrollment Data per Year		
		2017	2018	2019
Bridgewater College	Bridgewater, VA	N/A[1]	N/A[1]	6
East Stroudsburg University	East Stroudsburg, PA	7	8	6
Gannon University	Erie, PA	8	6	10
Marshall University	Huntington, WV	9	8	TBD[2]
Moravian College	Bethlehem, PA	7	13	11
Salisbury University	Salisbury, MD	10	15	14
Shenandoah University	Winchester, VA	13	15	TBD[2]
West Chester University	West Chester, PA	N/A[1]	12	TBD[2]

Table 3 Notes:

[1]Program had not yet begun admitting students at the Master of Science level.

[2]Program has not yet posted 2019 enrollment data.

Justification for proposed program

Several factors provide justification for the proposed MSAT program at TU including:

- First and foremost, the academic credential to enter practice as an AT has been mandated to change from the baccalaureate degree to the master's degree precipitating closure of TU's BSAT program by 2022.
- TU has a long history of success educating ATs. Successes include retention and graduation rate, first time student pass rate on the certification examination administered by the BOC-AT, and the employment rate of program graduates.
- The TU MSAT program supports the University's mission and reflects the *TU 2020: A Focused Vision for Towson University.*
- The TU MSAT program is consistent with the *University System of Maryland Strategic Plan* and the *Maryland State Plan for Higher Education*.
- The TU MSAT program is the only program proposed for the central Maryland region and one of only three athletic training programs in the state.

In addition, given the market demand for ATs is projected to grow by 19% from 2018 to 2028 and the loss of baccalaureate athletic training programs, there is a need to ensure the

development of athletic training programs and the master's level. The demand for ATs as first line healthcare providers is increasing; therefore, TU expects continued high interest in athletic training education resulting in a high demand program. As sustainability at the baccalaureate level has not been problematic with three programs statewide, no interference with the sustainability of master's level programs throughout Maryland is expected.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

At present, no athletic training programs are currently housed in HBIs in Maryland, thus the MSAT program at TU is not expected to have a direct impact on high-demand programs at HBIs. Baccalaureate graduates from HBIs, however, are eligible to apply for MSAT admission. Athletic training provides a strong and dynamic education and career pathway for baccalaureate graduates in health science majors for HBIs across the state.

F. Relevance to the Identity of Historically Black Institutions (HBIs)

With no athletic training programs at Maryland HBIs, there is no relevance to the identity of HBIs anticipated from the proposed MSAT program.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Establishment of proposed program and faculty who will oversee the program
The TU MSAT will be anchored in the foundation and long-standing success of the TU BSAT. With the increasing complexities of technology, advances in healthcare and greater needs for population based health care, a shift from the undergraduate level to a professional graduate degree was mandated by the CAATE. Based on these dynamic and shifting practice and industry changes, the MSAT curriculum will address emerging healthcare system complexities with additional rigor and attention to population health. TU has developed a robust graduate curriculum that has been approved institutionally and is in alignment with the CAATE standards.

Athletic training programs must be accredited by the CAATE for graduates to be eligible for certification and practice as an AT. The mission of the CAATE is defining, assessing, and continually improving AT education. The *Standards for Accreditation of Professional Athletic Training Programs* (*Standards*), published by the CAATE, are used for the development, evaluation, analysis, and maintenance of athletic training programs.[7] The MSAT program at TU is designed to ensure compliance with the *Standards* to obtain and maintain recognition as a CAATE-accredited professional athletic training program while addressing complex, population based care.

The MSAT program, which requires the completion of 60 credits, will be delivered using traditional face-to-face, on-campus didactic and laboratory coursework with clinical fieldwork

placements at many off-campus locations. Face-to-face experiences will enable the formal acquisition, practice, and evaluation of knowledge and clinical proficiencies through classroom, laboratory, and clinical experiences. Didactic and clinical education will take place concurrently through introduction of knowledge and skills in a logical progression with increasing levels of student responsibility as they progress through the curriculum. By completion of the final semester, students shift to an entry-level collaborative-autonomous practice. In addition, a variety of additional learning opportunities will be available to students, including research projects, interprofessional engagement among students in other health profession programs, and service activities,. The program has been designed to reflect best-practices in athletic training education.

The faculty who will oversee the MSAT program include the Chairperson of the Department of Kinesiology, the MSAT Program Director (PD) and the Clinical Education Coordinator (CEC). As required by the CAATE, the PD serves as the lead athletic training faculty, is a full-time faculty member, and is responsible for management and administration of the program.[7] Responsibilities include program planning and operation; program evaluation; reporting and documentation of accreditation compliance; input into budget management, appointment of program personnel and the evaluation of athletic training faculty and staff.

Also critical to the support and education of athletic training students is the CEC, another full-time role required by the CAATE.[7] This faculty member is responsible for oversight of the clinical education portion of the program. Oversight responsibilities of the CEC include student assignments to athletic training clinical experiences and supplemental clinical experiences; clinical site evaluation; student evaluation; and preceptor identification, selection, evaluation, professional development and regular and on-going communications. In addition to these formal faculty appointments within the athletic training program, additional faculty prepared and certified as ATs support the course, learning, and advising needs of the athletic training students.

Educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.

Student learning outcomes align with core competencies associated with the *Standards* and are as follows:

Patient Centered Care: Demonstrate clinical competence in the areas of injury assessment, diagnosis, immediate management, and rehabilitation, including knowledge, psychomotor skills, and clinical reasoning to effectively treat patients.

Evidence-Based Practice: Implement evidence-based practice to connect didactic content with clinical decision making in the delivery of patient care to maximize patient outcomes.

Professionalism: Demonstrate involvement in service and professional associations; advocate for the profession of athletic training at the local, state and national levels; and practice athletic training in a manner that is congruent with ethical standards.

Health Care Informatics: Integrate principles and practices of health care informatics to the administration and delivery of patient care, including data to drive informed decisions; document, communicate, and manage health-related information; mitigate error; and support decision making.

Interprofessional Practice: Promote the role of athletic trainers as members of a broader health care community and the importance of working collaboratively with other health care providers in optimizing patient care.

Quality Improvement: Interpret patient outcomes measures to assess patient status, progress, and changes over time lending to quality care and improvements.

Student achievement learning outcomes and assessment of student achievement learning outcomes in the program

TU's academic assessment initiative requires each program to provide an assessment plan that includes: student learning outcomes; minimum two assessment measures per student learning outcome where at least one is a direct measure; minimal level of expectation per measure; and data collection cycle. The initiative requires programs assess student learning outcome annually as documented in an annual report submitted to TU's Office of Assessment. These annual reports are peer-reviewed every January at TU's Assessment Day for Programs event. Measures intended to provide evidence of the aforementioned student learning outcomes for the MSAT program include course-based clinical simulation exams, clinical-based performance evaluations, and case study assignments. Additional information pertaining to learning outcomes and assessment is available in Section M of this document.

Courses that comprise the curriculum and program requirements

The courses that comprise the MSAT program have been approved by the various curriculum committees at TU (i.e., Kinesiology Curriculum Committee; CHP Curriculum Committee; University Curriculum Committee) and are as follows:

- KNES 560: Fundamental Concepts and Competencies in Athletic Training (3 credits) Knowledge, skills, and professional foundations of athletic training and the role of the athletic trainer as a multi-skilled health care professional. The primary content areas include: health care organization and administration; the pre-participation physical examination; the clinical evaluation process; protective taping and wrapping; and protective equipment.
- KNES 565: Health Informatics and Quality Improvement (3 credits) Organizational, administrative, and management theories pertaining to the delivery of health care by the athletic trainer. The primary content areas include: program management; information management; financial management; development and maintenance of sport medicine facilities; health insurance systems/reimbursement for services; risk management and legal considerations; and administrative issues in educational and clinical settings.

- KNES 602: Practicum I: Clinical Application of Athletic Training Competencies (3 credits)
  Clinical experience designed to provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities. Completed under the supervision of a preceptor, the clinical proficiency focus is on basic, fundamental athletic training skills and organization and administration related skills.
- KNES 604: Practicum II: Clinical Care of the Lower Extremity (3 credits)
  Clinical experience designed to provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities. Completed under the supervision of a preceptor, the clinical proficiency focus is emergency care, evaluation of lower extremity injuries/conditions, and use of therapeutic modalities in injury management and rehabilitation.
- KNES 606: Practicum III: Clinical Care of the Upper Extremity (3 credits)
  Clinical experience designed to provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities. Completed under the supervision of a preceptor, the clinical proficiency focus is the evaluation of upper extremity injuries/conditions and the use therapeutic exercise in rehabilitation.
- KNES 615: Acute and Traumatic Injury: Assessment and Management (3 credits)
  Knowledge and clinical skills essential for evaluation and management of physically active individuals with acute life-threatening or emergent conditions. The primary content includes the assessment, diagnosis, and immediate management of patients with potentially life-threatening or emergent conditions as well as specific acute life-threatening or emergent conditions commonly seen with physically active individuals.
- KNES 622: Acute and Rehabilitative Care: Therapeutic Modalities (3 credits)
  Evidence-based and outcome-based types of modalities applied in the treatment and rehabilitation of disease and injury to physically active individuals, including the basic theory and principles of thermal, acoustic, electrical, light, and mechanical modalities and expected physiological responses during and following intervention.
- KNES 623: Rehabilitative Care: Therapeutic Exercise (3 credits)
  Evidence-based and outcome-based types of exercise applied in the treatment and rehabilitation of disease and injury to physically active individuals, including the basic principles of range of motion, strength, proprioception, performance-specific, and functional exercises.
- KNES 625: Evidence-Based Assessment of the Lower Extremity (3 credits)
  Knowledge, clinical examination skills, and application of the principles of examination, diagnosis, and management of lower extremity musculoskeletal injuries/conditions sustained by physically active individuals. The primary content areas include clinical anatomy, clinical examination, on-site examination, and on-site management of injury to the lower extremities and the etiology and pathophysiology of common lower extremity injuries sustained by physically active individuals.
- KNES 626: Evidence-Based Assessment of the Upper Extremity (3 credits)
  Knowledge, clinical examination skills, and application of the principles of examination,

diagnosis, and management of upper extremity musculoskeletal injuries/conditions sustained by physically active individuals. The primary content areas include clinical anatomy, clinical examination, on-site examination, and on-site management of injury to the upper extremities and the etiology and pathophysiology of common upper extremity injuries.

- KNES 627: Evidence-Based Assessment of the Head and Spine (3 credits)
  Knowledge, clinical examination skills, and application of the principles of examination, diagnosis, and management of injuries/conditions to the axial region sustained by physically active individuals. The primary content areas include clinical anatomy, clinical examination, on-site examination, and on-site management of injuries/ conditions involving the axial region and the etiology and pathophysiology of common injuries/conditions involving the axial region.
- KNES 650: Human Performance Optimization (3 credits)
  Comprehensive, systematic, and integrated training approaches to enhancing performance and reducing injury susceptibility of physically active individuals. The primary content areas include components of integrated performance training, design and application of sport performance training programs, and injury prevention strategies for the major joints and regions of the body.
- KNES 668: Advanced Diagnostic Imaging and Pharmacology (3 credits)
  The principles of diagnostic imaging and testing and their role in the diagnostic process is one component of this course. The primary topics in this area include principles and types of diagnostic imaging, the use of diagnostic imaging in determining pathologies, interpretation and analysis of diagnostic imaging, and clinical decision making. A second component of the course is the use of therapeutic medications in the treatment and rehabilitation of injuries/conditions sustained by physically active individuals. The primary topics in this area include basic principles of pharmacotherapies and application of clinical decision-making skills regarding pharmacodynamics and pharmacokinetics.
- KNES 681: Epidemiology and Research Methods in Athletic Training (3 credits)
  Concepts of epidemiology and research methodology as applied to the discipline of athletic training, including the knowledge and skills required to critically analyze and use evidence in athletic training and related fields to examine injury pathology, prevention, assessment, diagnosis, immediate management, and therapeutic intervention. The primary content areas include epidemiological measures, healthcare informatics, quantitative and qualitative research, diagnostic accuracy, critical appraisal, clinical prediction, disablement models, and patient-oriented outcomes assessment.
- KNES 701: Maximizing Rehabilitation Interventions (3 credits)
  Theoretical principles, development, and implementation of a comprehensive rehabilitation program for injuries/conditions sustained by physically active individuals. Knowledge, clinical skills, and application of the principles of rehabilitation designed to enhance function by identifying, remediating, and preventing impairments and activity restrictions to maximize participation specific to the major joints and regions of the body will be addressed.
- KNES 702: Pathophysiology of Medical Conditions (6 credits)

Current, evidence-based assessment and treatment for medical conditions and diseases that affect the physically active population. The clinical experience component of the course includes directed observation and supervised instruction by physicians and other healthcare professionals in performing examinations and developing and implementing treatment plans. The primary content areas include specific conditions and diseases of the body/body systems (e.g., cardiovascular; gastrointestinal; neurological; ear, nose, and throat; infectious diseases; systemic disorders) and relevant anatomy and physiology, signs and symptoms, referral and diagnostic tests, treatment and return to participation, prognoses, and prevention.

- KNES 703: Practicum IV - Comprehensive Patient-Centered Care (9 credits)
  Immersive clinical experience designed to provide students with authentic, real-time opportunities to analyze, synthesize, integrate, and apply athletic training knowledge, skills, and clinical abilities. During this full-time experience, under the supervision of a preceptor, students will engage in the full scope of athletic training clinical practice (e.g., injury prevention; assessment and diagnosis; emergency and acute care; rehabilitation; reconditioning; return to sport/activity) as part of a sports medicine team.

General education requirements.
As the MSAT program is graduate level, no general education courses are required or embedded within the program.

Specialized accreditation or graduation certification requirements for the program and its students.
TU will seek full accreditation from the CAATE. In order for MSAT graduates to be eligible for examination by BOC-AT, CAATE accreditation is required. With TU's long history of CAATE accreditation at the undergraduate level, graduate program accreditation should not pose an issue. In addition to program accreditation, all students are also required to hold and maintain CPR/AED certification.

Assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system. Availability of academic support services and financial aid resources, and costs and payments.
The students in the MSAT program will have access to the online *TU Athletic Training Program Student Resource Manual*. The manual provides detailed information pertaining to all aspects of the MSAT program. The information provided addresses topics specific to the following:

- Academic policies and procedures as established by TU, CHP, the Office of Graduate Studies, and Kinesiology (e.g., academic suspension or dismissal; disability accommodations; polices on academic dishonesty; registration procedures; graduation deadlines; professional behavior; petition and appeals process).

- TU MSAT program (e.g., program curriculum; academic policies and standards; grading policies; student advising; required certifications, training; clinical education; criminal background checks; professional behavior).

Students are required to acknowledge in writing, having read and accepting the information provided in the manual.

College and department information specific to the MSAT program will be provided on the program and university website. Athletic training program outcome data are published on the program website. University website information includes, but is not limited to, the following: resources for students; career support; degree/ program requirements; academic advising; career advising. A wealth of student resources and information is available at https://www.towson.edu/studentlife/services/. An online resource guide also addresses unique graduate student life; see https://www.towson.edu/academics/graduate/gsa/documents/gs-resource-guide.pdf. In addition, information pertaining to graduate studies and programs is available online through the Office of Graduate Studies website and the *Graduate Catalog* for TU. The information includes, but is not limited to, the following: financial information (e.g., tuition and fees; financial aid; financial resources); student support services (e.g., disability support services; career center); and academic policies and procedures. The University has an active Graduate Student Association with student support resources; see https://www.towson.edu/academics/graduate/gsa/

Students in the MSAT program will be assigned a dedicated AT faculty advisor. The advisor will be able to assist students in a variety of areas, including the development of a plan for completion of degree requirements and monitoring progress toward completion, familiarizing the student with the various academic and administrative resources available, and answering questions pertaining to the information in the *Graduate Catalog* and the *TU Athletic Training Program Student Resource Manual.*

Assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly present the proposed program and the services available.

As an accredited program, all program materials, print and online, are reviewed annually for accuracy by the program director. The advertising, recruiting, and admissions materials provided to prospective students will accurately and clearly present the MSAT. Regardless of the type of presentation (e.g., website; brochures; face-to-face meetings) or the content, transparency will be maintained to insure students have the most current program and student support services available to them.

It should also be noted that the CAATE website identifies the schools that have earned accreditation as a Master of Science degree in Athletic Training. Individuals are able to use the website to check availability of programs in any state in the United States. While prospective students may not be familiar with the CAATE, it is likely that they are familiar with the NATA. The NATA website provides links that direct individuals to the CAATE's website and other sites for information pertaining to a master's degree in athletic training.

H. Adequacy of Articulation

The proposed MSAT at TU does not include or require articulations with other institutions.

I. Adequacy of Faculty Resources

Brief narrative demonstrating the quality of program faculty. Include a summary of faculty with appointment type, terminal degree title and field, academic title/rank, status, and course(s) each faculty member will teach in the proposed program.

All athletic training faculty are full-time members in Kinesiology. They hold specialty certification and have experience as an AT. In addition to their teaching and service, tenure track faculty pursue disciplinary research to support understanding of injury prevention, mechanisms of injury and rehabilitation needs following injury. Table 4 provides a summary of the expert athletic training faculty who will teach in the MSAT program.

Table 4. Athletic Training Faculty

Current Faculty	FTE/ AT % effort	Highest Degree/ Field of Study	Rank	Planned Course Assignments & AT Expertise Areas
Lisa Custer	1.0/ 100%	PhD/ Sports Medicine	Assoc. Prof.	KNES 623: Rehabilitative Care: Therapeutic Exercise KNES 606: Practicum III: Clinical Care of the Upper Extremity KNES 627: Evidence-Based Assessment of the Head and Spine KNES 701: Maximizing Rehabilitation Interventions
Emily Hildebrand	1.0/ 100%	PhD/ Physical Education	Clinical Asst. Prof.	KNES 560: Fundamental Concepts and Competencies in Athletic Training KNES 565: Health Informatics and Quality Improvement KNES 625: Evidence-Based Assessment of the Lower Extremity KNES 622: Acute and Rehabilitative Care: Therapeutic Modalities KNES 604: Practicum II: Clinical Care of the Lower Extremity
Peter Lisman*	1.0/ 20%	PhD/ Exercise Physiology	Assoc. Prof.	KNES 650: Human Performance Optimization KNES 681: Epidemiology and Research Methods in Athletic Training
	1.0/			

Mary Nadelen	100%	MA/ Exercise & Sport Science	Clinical Assoc. Prof.	KNES 615: Acute and Traumatic Injury: Assessment and Management KNES 626: Evidence-Based Assessment of the Upper Extremity KNES 702: Pathophysiology of Medical Conditions KNES 703: Practicum IV - Comprehensive Patient-Centered Care
Ashley Santo*	1.0/ 20%	PhD/ Human Movement Science	Assist. Prof.	KNES 560: Fundamental Concepts and Competencies in Athletic Training KNES 565: Health Informatics and Quality Improvement KNES 627: Evidence-Based Assessment of the Head and Spine
TBD	1.0/ 100%	PhD/ Athletic Training related field	Assist. Prof.	KNES 602: Practicum I: Clinical Application of Athletic Training Competencies KNES 681: Epidemiology and Research Methods in Athletic Training KNES 650: Human Performance Optimization KNES 668: Advanced Diagnostic Imaging and Pharmacology

* Exercise science faculty who also provide support to the AT program.

Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices.

Towson University provides the faculty with an abundance of resources related to evidence-based best practices in teaching. These resources, available for faculty across all ranks and titles, are available through the Office of the Provost, CHP, and Kinesiology. The *Faculty Academic Center of Excellence at Towson*, a department under the Office of the Provost, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level. CHP provides professional development support for faculty through conference travel as well as faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university and college workshops. At the department level, Kinesiology provides a mentorship program for faculty specific to teaching. In particular, the one-to-one interaction (i.e., faculty mentor to instructor) is particularly advantageous as it allows for addressing the specific interests, needs, or goals of the instructor. Annual peer reviews of teaching support faculty excellence in the classroom.

J. ADEQUACY OF LIBRARY RESOURCES

The library resources available will be adequate for meeting the needs of MSAT students as these resources are already available for current athletic training faculty and students. Cook Library on the campus of TU houses an extensive collection of athletic training-related materials, including print and electronic books, on-line government documents, and a compilation of scholarly journals (print and electronic). Specific subject headings relevant to athletic training include sports medicine, sports emergencies, exercise training and prescription, physical education, recreation and sports, strength and conditioning, physical therapy, and rehabilitation sciences. Many electronic journals are also indexed through indexing/abstracting databases for athletic training and multidisciplinary topics. Table 5 provides a summary list of the athletic training holdings in the Cook Library as of 2019.

Table 5. Cook Library – Athletic Training Holdings as of 2019	
Print books	1500 titles
Electronic books and on-line government documents	3,775 titles
Print and electronic scholarly journals	More than 1000 titles

Faculty and students can access all of the databases, catalogs, e-book content, and electronic journals from any location on campus through TU's secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page. Table 6 provides the available indexing/abstracting databases for AT and related disciplines.

Table 6. Indexing/Abstracting Databases	
Health/Biomedical Databases	**Multidisciplinary Databases**
PubMed: Medline (with library link resolver)	PsycINFO
Medline (on the Ebsco search platform)	ScienceDirect
SPORTDiscus with Full Text	Scopus
CINAHL Plus with Full Text	Ebook Central (ProQuest)
Health Source-Nursing/Academic Edition	Ebsco eBooK Collection
Merck Manuals	Dissertations & Theses Global (ProQuest)
R2 Digital Library	

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well across the University System of Maryland and Affiliated Institutions (e.g. University of Maryland, College Park; University of Maryland, Baltimore County). Members of the TU academic community have borrowing privileges at these institutions. Further, Cook Library provides access to athletic training resources in libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service

customary at high research activity institutions. The current turnaround time for article requests is typically within 48 hours.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

The MSAT program will be located predominantly in Burdick Hall, which houses Kinesiology. All faculty offices, classrooms and skill laboratories for the athletic training program are located in Burdick Hall. The Kinesiology wing has over 21,000 square feet dedicated to state-of-the-art classrooms, a student computer lab, a computer classroom, practical instructional facilities, faculty research space, faculty and staff offices, a student lounge, and an athletic training simulation laboratory.

The Kinesiology Main Office Suite is more than 5300 square feet dedicated to faculty and administrative space. It includes over 35 faculty offices, including offices for the Department Chair (n=1) and Program Coordinators (n=4), two conference rooms, space for three full-time administrative assistants, a kitchen/common room, and two rooms for administrative supplies and equipment. Supply rooms have ample cabinets and storage units for faculty/staff office and general classroom needs, and faculty/staff mailboxes. Additionally, there is a photocopy machine, fax machine, and color printer for faculty/staff use.

Kinesiology utilizes 10 didactic and/or clinical lab classrooms, including an 84-seat capacity lecture hall. Classrooms are equipped by TU's Office of Technology Services (OTS) with state-of-the-art instructor workstations. Classrooms also have ceiling-mounted LCD display projectors and motorized projection screens, document cameras and complete A/V equipment. Additionally, classrooms have multi-paneled Whiteboards. Any classroom may be used by the MSAT program for teaching purposes.

Burdick Hall includes several specialized rooms. These include:

- Burdick Hall Room 110 – Student Computer Lab
  The room is an open computer lab accessible to students Monday through Friday from 9 am to 5 pm. It is available to faculty at all hours of the day. The room contains 30 Dell desktop computers that OTS maintains and replaces on a regular schedule.
- Burdick Hall Room 112 - Computer Classroom
  The classroom is used primarily for course-based teaching. It is equipped with an instructor workstation provided by OTS as well as 27 Dell desktop computers and work stations for student learning. Instructors may use this classroom for teaching an entire semester course or may reserve the room for particular dates/individual class sessions.
- Burdick Hall Room 117 – Athletic Training Simulation Lab
  The Athletic Training Simulation Lab, approximately 1200 square feet, is designed and equipped specifically for athletic training needs. The room is equipped with a state-of-the-art instructor workstation, a ceiling-mounted LCD display projector and motorized projection screen and two 65" flat screen televisions (one mounted on each side of the classroom). Other unique areas include storage space and a handwashing station.

Equipment/ supplies available in the lab for athletic training instructional purposes includes the following:

- First aid and general health care: stethoscopes, reflex hammers, bracing and splinting supplies, ambulatory aids, standard protective equipment (e.g. helmets, shoulder pads), elastic wraps, models and equipment for assessing body temperature including rectal thermometers, glucometer.
- Emergency care: spine board, AEDs, CPR manikins, equipment to administer oxygen therapy, metered dose inhaler, auto injectable epinephrine, cervical stabilization devices, oropharyngeal airways, drills, and nasal lubricant.
- Therapeutic modalities: short wave diathermy, combination electrotherapy units, paraffin bath, portable transcutaneous electrical neuromuscular stimulation units, hi-lo traction table, and laser therapy units.
- Assessment: goniometers, inclinometers, tape measures, penlights, scissors, and shears/sharps.
- Therapeutic exercise: elastic bands and straps, medicine balls, weights, balance pads and devices, foam rolls, finger webs, and physio balls.

The following expendable supplies available for instructional purposes in the lab include:

- First aid, emergency care, and general health: examination gloves, gauze, various kinds of athletic tape, urinalysis strips, cotton-tipped applicators, thermometer covers, alcohol pads, and Steri-strips.
- Miscellaneous cleaning supplies.

Kinesiology also has access to facilities in the Towson Center (TC) on the TU campus. The TC is a space that is occupied by both Kinesiology and the Department of Athletics. The space maintained by Kinesiology includes one traditional 40-seat classroom, two faculty research labs, one fitness center learning space, a multi-purpose classroom (for activities such as dance, yoga, self-defense, as well as didactic instruction), and a strength and conditioning lab/classroom space.

The TC houses one of the three athletic training rooms on campus which is maintained by Athletics. The other two rooms are located in the Fieldhouse and Burdick Hall. The MSAT program is able to use any of the athletic training rooms for instruction of specific lessons (e.g., the hydrotherapy room is used in the therapeutic modalities course for the unit on the cryotherapy).

The MSAT will utilize existing physical facilities and instructional equipment currently being utilized by the BSAT program. It should be noted that during the 2017 CAATE accreditation visit, it was determined that the instructional environment (e.g., classroom space, instructional equipment, and additional resources) was well maintained and appropriately equipped. The program believes that the existing physical facilities, infrastructure, and instructional equipment are fully sufficient to operate the MSAT program.

L. ADEQUACY OF FINANCIAL RESOURCES WITH DOCUMENTATION (AS OUTLINED IN COMAR 13B.02.03.14)

Program resources for the MSAT program will come from a combination of reallocated funds and MSAT program tuition and fee revenue. All faculty salaries from the BSAT program will be used to support the MSAT program. The current BSAT program has select course-related fees for lab supplies and disposable medical supplies; the MSAT program will assign a similar course fee structure.

TABLE 7: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds[1]	**438,063**	**454,386**	**471,361**	**489,016**	**507,376**
2. Tuition/Fee Revenue[2, 3]	**243,824**	**730,740**	**1,056,040**	**1,229,620**	**1,258,420**
a. Annual Full-time Revenue of New Students					
Number of Full-time Students					
In-State	**8**	**19**	**26**	**30**	**30**
Out of State	2	6	9	10	10
Annual Tuition Rate					
In-State	$611	$629	$648	$667	$687
Out of State	$1,099	$1,132	$1,166	$1,200	$1,236
Subtotal Tuition	$183,252	$562,290	$820,260	$960,300	$989,100
Annual Fees					
University Fees	$60,072	$167,700	$234,780	$268,320	$268,320
AT Course Fees	$500	$750	$1,000	$1,000	$1,000
Subtotal Fees	$60,572	$168,450	$235,780	$269,320	$269,320
Total Full-time Revenue of New Students	$243,824	$730,740	$1,056,040	$1,229,620	$1,258,420
b. Annual Part-time Revenue					
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate	0	0	0	0	0
Annual Fees Per Credit Hour	0	0	0	0	0
Annual Credit Hours Per Student	0	0	0	0	0
Subtotal Tuition	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Part Time Revenue	$0	$0	$0	$0	$0

3. Grants, Contracts & Other Sources[3]	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 - 4)	$681,887	$1,185,126	$1,527,401	$1,718,636	$1,765,796

Table 7 Notes:

[1]Reallocated funds include 3 FT BSAT faculty FTEs (salary with fringe) and operational funds from the current BSAT program.

[2]Student cohorts are calculated at 75% in-state and 25% out-of-state.

[3]Tuition increases by 3% annually.

Complete Table 8 Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Provide narrative rationale for each expenditure category

Table 8 details anticipated program expenditures. Faculty FTE is listed as four and thus requires an additional FTE to support the MSAT program.

TABLE 8: EXPENDITURES

Expenditure Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Total Faculty Expenses	$461,191	$479,638	$498,824	$518,777	$539,528
(b + c below)					
a. #FTE	**4.4**	**4.4**	**4.4**	**4.4**	**4.4**
b. Total Salary[1]	**346,760**	**360,630**	**375,056**	**390,058**	**405,660**
c. Total Benefits	114,431	119,008	123,768	128,719	133,868
2. Total Administrative Staff Expenses	66,240	68,890	71,645	74,511	77,491
(b + c below)					
a. #FTE	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary[1]	**48,000**	**49,920**	**51,917**	**53,993**	**56,153**
c. Total Benefits	18,240	18,970	19,728	20,518	21,338
3. Total Support Staff Expenses	24,200	25,168	26,174	27,221	28,310
(b + c below)					
a. #FTE graduate assistant)	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary[1]	**17,536**	**18,237**	**18,967**	**19,726**	**20,515**
c. Total Benefits	6,664	6,930	7,207	7,496	7,796
4. Equipment	**5,000**	**2,000**	**5,000**	**2,000**	**5,000**
5. Library	**500**	**500**	**500**	**500**	**500**

6. New or Renovated Space	**0**	**0**	**0**	**0**	**0**
7. Other Expenses (equipment calibration, preceptor training & professional development, ATrack, etc.)	**26,000**	**26,000**	**26,000**	**26,000**	**26,000**
a. CAATE accreditation costs	**8,000**	**11,000**	**5,000**	**5,000**	**5,000**
TOTAL (1-7)	$591,130	$613,196	$633,144	$654,009	$681,830

Table 8 Notes:

[1]All salaries increase by 4% per year.

Four full-time faculty FTEs will support the MSAT. In addition, two exercise science faculty from Kinesiology will also provide teaching, research and program support. All faculty hold certification as athletic trainers and have practice experience. One administrative staff FTE will provide program specialist needs to address the intensity of detailed documentation associated with student clinical tracking using the ATrack electronic management system, electronic CAATE documentation, clinical fieldwork affiliation agreements, preceptor tracking and professional development programming for preceptors.

Equipment needs in the MSAT program are modest and select equipment is shared with the Exercise Science program in Kinesiology. Equipment is replaced over time due to use, deterioration over time and equipment lifespan; equipment needs include spine boards, oto-ophthalmoscopes, airway manikins, inclinometers, etc.

Resources for annual software license of ATrack for clinical student tracking, large equipment calibration, preceptor training and professional development and accreditation are also needed. The CAATE annual fees are $5,000. With the substantive change from the BS to MS, an additional fee of $3,000 and a site visit fee of $6,000 are anticipated and noted in years 1 and 2 of the program.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

Procedures for evaluating courses, faculty, and student learning outcomes

- Course Evaluation
  Initial course evaluation occurs subsequent to the development of a course. The AT faculty developed the courses that comprise the MSAT program. As part of the development process, courses were reviewed by athletic training faculty to ensure the following:
  - Course content reflected the subject matter dictated by the *Standards*[7]
  - Appropriateness of course difficulty and workload
  - Effective assessment and grading practices in the course
  - Course syllabus consistent with the guidelines established by TU
  - It should be noted that the guidelines reflect best practices in course development

Following the development and review of courses by athletic training faculty, per TU protocol, courses are reviewed by the KNES Curriculum Committee, the CHP Curriculum Committee, and the Graduate Studies Committee. While the primary focus at the department level is to ensure course content accuracy, the focus at the college and graduate level is to facilitate the production of quality course proposals. In addition, college and graduate level review includes addressing any resource issues and determining if conflicts exist between departments/colleges.

Ongoing evaluation of courses takes place primarily in two ways, namely review by athletic training faculty and student evaluation. The athletic training faculty reviews courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, athletic training faculty work to develop strategies for addressing/rectifying problems. Student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students have the opportunity to primarily assess instructor performance (e.g., ability to communicate clearly; quality of student-instructor interaction; preparedness). Students are not involved in evaluating the adequacy, relevance, and timeliness of course content. However, students can comment on the "things liked about a course," suggested "improvements" for a course, and recommending the course to others.

- Faculty Evaluation
  Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment and merit committees and associated documents. As part of those procedures, faculty evaluation takes place at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:
    - Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings) and service work
    - A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and new technology projects)
    - Review of course syllabi
    - Peer teaching observation reports
    - Quantitative and qualitative student evaluation of instruction
- Clinical Preceptor Evaluation
  Given the significant role that preceptors play in the clinical education experiences of the student, preceptors will be evaluated on an annual basis. Formal and informal evaluations will take place through meetings with the CEC and/or the PD. In addition, similar to faculty evaluation, students will have the opportunity to submit evaluations (i.e., quantitative and qualitative) of a preceptor's performance.

- Courses – Student Learning Outcomes
  Each of the courses in the MSAT program include learning outcomes that identify the unique knowledge and skills expected to be gained from a given course. The learning outcomes are clear, observable, and measurable. Because the learning outcomes reflect the six categories in Blooms' taxonomy, they range in complexity from lower skill levels (e.g., recall; define) to higher skill levels (e.g., evaluate; synthesize; analyze). Assessment measures exist for each learning outcome in a course. On an annual basis, specific learning outcomes are identified for assessment purposes. The PD will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

Institution evaluation of the proposed program's educational effectiveness, including assessment of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
Evaluation of the MSAT program will include two components, namely completion of the CAATE Annual Report and completion of the directives for assessment as established by TU's Office of Assessment in the Division of Academic Affairs:

- CAATE Annual Report
  The assessment process will be completed by the athletic training faculty under the supervision of the PD. The process will entail creating a comprehensive assessment plan that evaluates all aspects of the MSAT program to ensure compliance with the requirements established by CAATE. The comprehensive plan will include 4 major areas:
  - Development of the plan: The plan will be developed so that it is ongoing and documents regular assessment of the educational program. The plan will address assessment that includes: clinical site evaluations, preceptor evaluations, completed clinical proficiency evaluations, academic course performance, and retention and graduation rates.
  - Assessment Measures: The plan will include assessment measures as required by the CAATE, including aggregate data for the most recent three test cycle years for the following metrics: number of students graduating from the program who took the BOC-AT examination, number and percentage of students who passed the BOC-AT examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts. The plan will also include measures that relate to the program's stated educational mission, goals and objectives associated with the quality of instruction, student learning, and overall program effectiveness.
  - Data collection and analysis: Data from the assessment measures will be collected. It will then be analyzed to determine the extent to which the MSAT program is meeting its stated mission, goals, and objectives.

- Action Plan: Based on a review and discussion of the data analysis, an action plan to ensure continual program improvement will be generated. The action plan will include:
  - Targeted goals and actions if the program and/or student learning outcomes are not met
  - Timelines for reaching goals
  - The specific faculty member(s) responsible for action steps
  - Evidence of periodic updating steps taken as they are met, or circumstances change

The Annual Report submitted to the CAATE for the BSAT has been approved each year for the past 5 years. Further, the most recent comprehensive accreditation review in 2017-2018 awarded the program a 10-year accreditation period (the maximum possible). It is expected that the MSAT program will continue to demonstrate compliance with assessment as defined by the CAATE.

- TU Program Assessment

  Consistent with TU policy, the MSAT program will participate in the university-wide internal assessment process conducted through the TU Office of Assessment. The PD will oversee athletic training faculty in completion of program assessment based on policies and procedures identified by the TU Office of Assessment. As part of the assessment process, student learning outcomes are identified, monitored, and reviewed annually. As warranted, athletic training faculty will develop improvement strategies based on analyses of data. It should be noted that assessment of the BSAT program per TU guidelines has received best practice recognition for the last five years. It is expected that the MSAT program will continue to demonstrate compliance with assessment as defined by the TU Office of Assessment.

N. CONSISTENCY WITH THE STATE'S MINORITY STUDENT ACHIEVEMENT GOALS (AS OUTLINED IN COMAR 13B.02.03.05)

TU is committed to playing its role in securing the state's minority student achievement goals. The Center of Student Diversity (CSD) was established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The CSD provides academic, social, and transition support for underserved students and promotes exchange and dialogue among individuals of diverse backgrounds and lifestyles. The CSD, housed in the Division of Student Affairs, supports the academic success of historically under-represented groups through programs and services that enhance the student experience.

Additional evidence of TU's commitment to minority student's achievement goals are as follows:

- TU's Career Center recognizes the importance of racial and ethnic diversity and is committed to providing resources for the social and professional development of our minority students.

- Dr. Schatzel, President of TU, has publicly and prominently articulated the importance of diversity to TU's role, purpose, and mission, including recently in an open editorial in the Baltimore Sun.[8]
- TU received a $1m grant from the Howard Higher Medical Institute to cultivate minority student achievement in STEM. Towson is one of twenty-four universities, from more than 500 applicants, selected by the Howard Hughes Medical Institute, which is committed to diversity and inclusion.[9]

TU's strategic plan *TU 2020: A Focused Vision for Towson University* has committed the university to "further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming and peaceful community respectful to all. Towson will continue as a recognized national model for diversity and closing the achievement gap. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action."[10] Dr. Schatzel's *Presidential Priorities* are implementing this objective, most notably via the establishment of the Office of Inclusion and Institutional Equity.[11]

O. Relationship to Low Productivity Programs Identified by the Commission

The MSAT program is not identified as a low productivity program.

P. Adequacy of Distance Education Programs

The MSAT program is not a distance education program.

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