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December 3, 2018

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21202

Dear Secretary Fielder:

Attached please find the proposals for the creation of two new programs in Athletic Training at Frostburg State University (FSU): (1) a Master of Science in Athletic Training (MSAT) program, and (2) a Combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training (BS-EXSS/MSAT) program.

In response to the Commission on Accreditation of Athletic Training Education (CAATE) mandate that "all athletic training education preparation programs must transition to a master's degree by 2022," FSU is proposing the MSAT program as a two-year rigorous post-baccalaureate entry graduate program to expand the skills and knowledge of future athletic trainers. Simultaneously, as part of the planned transition to master's level, FSU is proposing a combined BS-EXSS/MSAT program as a five-year accelerated program that will allow students to complete the BS degree in Exercise and Sport Science (EXSS) in three years and the MS degree in Athletic Training with an additional two years, to continue to serve undergraduate students who are seeking athletic training programs to meet the need for elevation of the degree set forth by the CAATE.

While responding to local, regional, national, and global challenges, the proposed new programs aligns with our institutional commitment to enhance health sciences, and with FSU's mission to expand the educational and professional opportunities offered by its existing academic programs, with a specific focus on preparing a changing student population for an era of complexity and globalization. This is a key element in Frostburg's current strategic plan and is essential to the University's economic, educational, and professional development responsibilities to serve both state and regional workforce development needs.

We appreciate your support for this addition to FSU's program offerings and the benefit it would have for the state. An amount of \$1,700.00 has been electronically processed to cover the fees for the creation of two new programs (\$850 for each proposal). If you have any questions, please do not hesitate to contact me or our Associate Provost, Dr. Doris Santamaria-Makang, at dsantamariamakang@frostburg.edu.

Yours very truly,

A handwritten signature in dark ink, appearing to read 'Ronald H. Nowaczyk'.

Ronald H. Nowaczyk, PhD
President

pc: Dr. Robert Caret, Chancellor - USM
Dr. Elizabeth A. Throop, Provost and Vice President for Academic Affairs – FSU
Dr. Doris Santamaria-Makang, Associate Provost for Academic Affairs – FSU
Dr. Boyce Williams, Interim Dean, College of Education - FSU

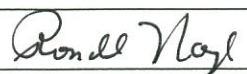
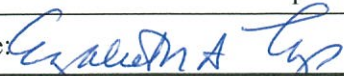


Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Frostburg State University
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program New | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> Area of Concentration New | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> Degree Level Approval New | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Department Proposing Program	Department of Kinesiology & Recreation		
Degree Level and Degree Type	Master of Science in Athletic Training		
Title of Proposed Program	MS in Athletic Training (MSAT)		
Total Number of Credits	65		
Suggested Codes	HEGIS: 83505	CIP: 510913	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	<input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: https://www.frostburg.edu/academics/undergraduate-catalog.php		
Preferred Contact for this Proposal	Name: Dr. Jacqueline Durst		
	Title: Athletic Training Program Director		
	Phone: (301) 687-3228		
	Email: jrdurst@frostburg.edu		
President/Chief Executive	Type Name: Dr. Ronald H. Nowaczyk		
	Signature: 	Date: 10/11/18	
Approval/Endorsement by Governing Board	Type Name: Dr. Elizabeth A. Throop		
	Signature: 	Date: 10/15/18	

Revised 5/15/18

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

Frostburg State University

Institution Submitting Proposal

Masters of Science in Athletic Training (MSAT) Program

Title of Proposed Program

Master of Science in Athletic Training

Award to be Offered

Fall 2019

Projected Implementation Date

83505

Proposed HEGIS Code

510913

Proposed CIP Code

Department of Kinesiology & Recreation

Department in which program will be located

**Dr. Jackie Durst, Athletic Training
Program Director**

Department Contact


301.687.3228

Contact Phone Number

jrdurst@frostburg.edu

Contact E-Mail Address


Signature of President or Designee


Date

Frostburg State University
Department of Kinesiology and Recreation
New Program Proposal: Masters of Science in Athletic Training

A. Centrality to institutional mission statement and planning priorities:

1. Program Description and relationship to mission

Frostburg State University (FSU) is proposing a new Master of Science in Athletic Training (MSAT) program to be approved beginning fall 2019.

The Commission on Accreditation of Athletic Training Education (CAATE) mandates all athletic training education preparation programs transition to a master's degree by 2022. In response to this national accreditation mandate, FSU is proposing the MSAT Program as a two-year rigorous post baccalaureate entry graduate program to expand the skills and knowledge of future Athletic Trainers.

This proposal is seeking approval to begin the program in fall 2019 but will delay matriculation of direct entry MSAT students to summer 2021. The need for early approval of this MSAT program is to accommodate a proposal being submitted simultaneously with this proposal for a combined BS EXXS/MSAT program which is planned to begin in fall 2019. FSU will submit a request for the suspension of our current Bachelor in Science in Athletic Training program for fall 2019, upon approval of both the BS EXXS/MSAT program and MSAT program proposals.

As part of the planned transition to master's level, FSU is developing both a BS EXXS/MSAT combined program and a direct entry MSAT program. Student will enter the BS EXXS/MSAT program beginning fall 2019 (see accompanying proposal) and bachelor's prepared students entering the direct entry master's program will be matriculated for 2021. This graduated approach will allow FSU to continue to serve undergraduate students who are seeking AT programs during this national transition to new degree level as well as meet the need for elevation of the degree set forth by the CAATE.

The proposed MSAT Program will require 65 graduate credits spanning two years (24 months) of graduate study, and will be administered in the department of Kinesiology and Recreation, within the College of Education.

The proposed MSAT Program at FSU supports the institution's mission to address the workforce needs of the region by preparing future health care professionals in the field of Athletic Training, with the goal that they will live and work in the region and state providing high levels of Athletic Training services, particularly in secondary school within the school systems in the area. As the only four year institution west of the Baltimore/Washington corridor, and the only one of three AT programs in the state, this proposed program at FSU will assure that students in the western Maryland region and within the state have access to a quality AT preparation program.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

As part of the overall strategic plan of the institution to meet workforce demands, the university has focused in recent years on development of health science programs. Since 2010, FSU has initiated a Health Science major, RN to BSN program, and Master of Science in Nursing Program. Additionally, a new Physician Assistant program has received MHEC approval and will begin in summer 2019 pending accreditation approval. Transition to a professional education program at the graduate level will not only respond to the CAATE degree level requirements but will also better align the program with other health care profession programs at FSU (Professional Education in Athletic Training Report, 2013). Development of the Athletic Training program at the master’s level in response to the accrediting body’s requirements aligns with the institutional commitment to enhance health sciences and our strategic plan, specifically as it relates to the following institutional goals (<https://www.frostburg.edu/strategic-planning/>):

Goal I: Focus learning on both the acquisition and application of knowledge

B. Infuse applied learning throughout the FSU curriculum

Goal III: Expand regional outreach and engagement

B. Provide opportunities for student engagement to address community needs in the region

Goal V: Align university resources – human, fiscal, and physical with strategic priorities.

B. Ensure academic programs meet student and workforce expectations.

3. Adequate funding

This proposal is being sought to increase the degree level of the currently existing Bachelor of Science in Athletic Training program to a Master of Science in Athletic Training in response to the accrediting body’s (CAATE) new requirement of Master’s degree by 2022. The budget which supports the BS program will be reallocated to support this new degree level. See section L for details.

4. Institution’s Commitment

Frostburg State University has offered an accredited Athletic Training program for 14 years and the faculty, administrators, and staff remains committed to providing support for students enrolled within this new program. All support provided for the current BS in Athletic Training program including faculty, staff, operating budget and technical support will be reallocated to support this new degree level. The BSAT program will be discontinued upon approval and implementation of this proposed program. This proposal has also received all necessary internal governance approvals.

B. Critical and compelling regional or Statewide need as identified in the State Plan

1. Demonstrate demand and need for the program

In order to meet present and future needs of the region and state, there is a need for a Master's degree in Athletic Training Program within the Western Maryland region based on the following:

a) *The need for the advancement and evolution of knowledge.*

The accrediting organization, CAATE, has mandated the advancement of Athletic Training professional education to the master's level. This will require advanced knowledge and skills of students preparing to become a Certified Athletic Trainer. Beginning in 2022, the required professional degree for Athletic Trainers will be a Master's degree. FSU fulfills a unique role as the only comprehensive institution west of the Baltimore-Washington corridor which offers an Athletic Training program and as such the proposed MSAT program will be important for FSU's ability to meet the need for Athletic Trainers in the region as well as the degree level requirements of CAATE.

b. *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.*

During fall 2017, Frostburg State University served 43.7% undergraduate minority students and 13.4% graduate minority students (FSU, Office of Assessment and Institutional Research

<https://www.frostburg.edu/fsu/assets/File/Administration/pair/institutional-research/FastFact/FactSheetFSU2017.pdf>). The new Master's in Athletic Training program will continue to serve this market and will attract minority students from within the region and state due to the limited number of similar programs, the affordability of Frostburg State University's tuition, and the convenience of an in-state, 2-year master's program option.

c. *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.* N/A

2. Evidence of perceived need consistent with the Maryland State Plan for Postsecondary Education

The Maryland Ready: 2017-21 Maryland State Plan for Postsecondary Education outlines the need for access to affordable and quality postsecondary education for all Maryland residents. FSU is one of only three institutions, in Maryland, currently offering a program in Athletic Training. The requirement of the accrediting body to elevate the current BS degree in Athletic Training program to master's level is the impetus for this proposal. Approval for this MSAT program will allow FSU to comply with the new degree level requirement and therefore, assure continued access for Maryland residents to quality Athletic training preparation, particularly in the western most part of the state as this is the service region for FSU.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State.

1. Describe the potential industry or industries, employment opportunities and expected level of entry for graduates of the program

According to the National Athletic Trainer’s Association’s (NATA) membership database, the primary job settings for Athletic Trainers are colleges and universities (n=8,033), secondary schools (n=7,681), and clinics (n=5,957), as self-reported by NATA members. An important finding reported in this data was the overall presence of ATs with master’s degrees in all of the various fields of employment. Of the 14 fields reported, 11 indicated that more than 50% of those employed in the field were master’s prepared. Within the setting of secondary schools, 55% of ATs held a master’s degree in athletic training or a related field (National Athletic Trainers’ Association Final Report, 2015).

Data analyzed and published from NATA, national athletic training jobs posting database from 2013-2014 examined whether there was current demand for master’s level athletic trainers. The job postings were coded according to the type of position. For this analysis, occupational descriptions were collapsed into 10 categories. These categories and their frequencies are shown below:

NATA Jobs Posting Data base for 2013-2014

Job Category	Count	% of Total
Athletic Trainer	1,928	52%
Graduate assistant	706	19%
Professor	252	7%
Internship	269	7%
AT-Clinical	174	5%
Head AT	136	4%
Director of AT/exercise science	62	2%
Sales and Marketing	76	2%
Other	81	2%
Clinical coordinator	55	1%

Source: National Athletic Trainer’s Association (NATA) Final Report. Article citation: Greenman II, G.D., Wilson, L.N., Smith, C.D., & Coryn, C.L.S. (2015). Investigation into the impact of a change in professional degree in athletic training: Final report. Kalamazoo, MI: Western Michigan University, Evaluation Center.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program

Nationally, there is a 22% projected job growth for athletic trainers from 2016-2026 (Bureau of Labor and Statistics), which is much faster than the average for all occupations (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>). The high demand for athletic trainers nationally will directly affect the region and the state. The table below outlines the projected need for and growth in athletic training occupations from 2016-2026 within the tristate region and surrounding areas served by FSU. BLS data was not available for the state of Maryland in relation to this occupation. Therefore, regional data has been presented.

Regional Athletic Training Occupation Projections from 2016-2026

State	Average Annual Openings	Projected Growth (%)
Maryland	Data not reported	Data not reported
Pennsylvania	120	19.7
West Virginia	10	22
District of Columbia	10	28.8
Ohio	90	17.3
Virginia	70	28.6

Data retrieved from: <http://www.projectionscentral.com/Projections/LongTerm>

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

In addition to market data supplied by BLS, data from a survey conducted by FSU in 2011 provided strong evidence that supports student interest and demand in the field of athletic training. This survey asked FSU first-year students what major they were interested in pursuing. Since 2011, there has been a steady increase in the number of students indicating an interest in the Athletic Training major: 67 [2011], 70 [2012], 84 [2013], 92 [2014], 107 [2015] (FSU's Office of Assessment and Institutional Research). The new proposed graduate program anticipates this upward trend to continue as more students become aware of the employment opportunities in the athletic training profession.

4. Provide data showing the current and projected supply of prospective graduates.

Currently, there are three AT programs offered in the state of Maryland. FSU and Towson currently offer Bachelor's programs which will be required to elevate the degree level to Master's by 2022. Salisbury University has already made this transition. While Salisbury University serves the eastern shore region of Maryland, Frostburg State University serves the western Maryland region. The table below identifies the number of students who graduated from an undergraduate AT program from FSU, Salisbury University, and Towson University from 2010-2016. Towson is a National Collegiate Athletic Association (NCAA) Division-I institution, located in a much more urban area of the state. FSU is a NCAA Division-III institution with different demographics than Towson, so the graduation cohorts at Towson are larger in comparison. Salisbury University is similar to FSU in that it also is a NCAA Division-III institution. Athletic training cohorts are more comparable between FSU and Salisbury University.

Maryland Higher Education Degree Trend Data from 2010-2016

Institution	Degree Level	CIP code	2010	2011	2012	2013	2014	2015	2016
Frostburg State University	BS	510913	5	11	7	10	13	5	10
Salisbury University	BS	510913	10	9	6	7	6	11	10
Towson University	BS	510913	10	20	13	15	17	11	21

Source: Maryland Higher Education Commission
(http://data.mhec.state.md.us/mac_Trend.asp#trend)

Note: Salisbury began a Master of Science in Athletic Training Program in 2015 but degree trend data was not available. However, 8 students were enrolled in the program in 2017

Athletic Training programs are generally designed for smaller cohorts of students due to the need for hands on training, clinical site placement availability, and the level of clinical education supervision required by the accrediting agency. As one of only three institutions in the state offering an AT program, the need for FSU to continue offering this program is critical to the state's ability to meet the occupational demand moving forward, particularly in the western Maryland region.

D. Reasonableness of program duplication

As stated previously, all AT programs will be required to transition to a Master's program by 2022. As one of three currently existing AT programs in the state, the transition from a Bachelor's to a Master's program will assure students in the western Maryland region will continue to have access to an Athletic Training program as FSU is the only institution to offer this graduate program option in the western Maryland region.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

This program should not have any impact on Historically Black Institutions since Athletic Training Education Programs are not currently being offered in any of the State's HBIs.

F. Relevance to identity of Historically Black Institutions (HBIs)

HBIs in the state do not currently offer this program, so this proposal does not present any risk to the relevance and identity of HBIs. The new proposed MSAT program would make a valuable contribution to the State of Maryland higher education programs by increasing access of this program for minority students.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

1. The Master of Science in Athletic Training (MSAT) program curriculum and admission criteria were developed by the AT faculty to align with the CAATE accreditation standards and learning outcomes, and FSU Graduate Learning Goals. In order to comply

with accreditation standards, the Master's degree requires 65 credits of graduate level coursework spanning a two year period, including two summer semesters. The faculty within the currently existing undergraduate Athletic Training Program will be reallocated to the graduate Athletic Training Program. The AT faculty, under the leadership of the AT Program Director and Clinical Coordinator, will oversee the implementation of this transition and the ongoing accreditation and assessment activities.

2. Educational Objectives and Learning Outcomes

The MSAT program goals and learning outcomes have been developed to align with the mission of the Athletic Training program, CAATE accreditation standards and FSU Graduate Learning Goals.

Athletic Training Education Program Mission

The mission of the Master of Science in Athletic Training Program (MSAT) is to provide the highest quality of professional preparation and clinical education to promote the development of future athletic trainers. In so doing, the Athletic Training program will provide an environment conducive to learning, strive for academic excellence, and foster a spirit of professionalism. This program is structured to meet the standards set forth by the Commission on Accreditation of Athletic Training Education (CAATE).

Athletic Training Education Program Goals:

- 1) To facilitate the learning of the knowledge, skills, and attitudes required to adeptly practice athletic training.
- 2) To provide opportunities for the student to become competent in the entire 5th edition of the CAATE Athletic Training Educational Competency Matrix:
 - a. Evidence-Based Practice (EBP)
 - b. Prevention and Health Promotion (PHP)
 - c. Clinical Integrated Proficiencies (CIP)
 - d. Clinical Examination and Diagnosis (CE)
 - e. Acute Care of Injury and Illness (AC)
 - f. Therapeutic Interventions (TI)
 - g. Psychosocial Strategies and Referral (PS)
 - h. Healthcare Administration (HA)
 - i. Professional Development and Responsibility (PD)
- 3) To provide opportunities for the student to become competent in the five domains of Athletic Training as determined by the Board of Certification Role Delineation Study:
 - a. Injury/Illness Prevention and Wellness Protection
 - b. Clinical Evaluation and Diagnosis
 - c. Immediate and Emergency Care
 - d. Treatment and Rehabilitation
 - e. Organizational and Professional Health and Well-being
- 4) To challenge the student to develop critical thinking, problem solving, and decision-making skills.
- 5) To assist the student in recognizing and appreciating how athletic training scholarship, evidence based practice, and life-long learning supports the practice of athletic training.

- 6) To encourage student involvement in the profession via membership in university, state, district, and national athletic training organizations and related societies.
- 7) To encourage the development of professional and ethical behaviors expected of the athletic trainer as a health care professional.
- 8) To expose the student to a variety of clinical experiences that will prepare the student for future employment in sports medicine health care.
- 9) To help students understand the need to pursue future continuing educational opportunities after graduation through either graduate school or workshops and seminars.
- 10) To prepare the student for the Board of Certification National Athletic Training certification examination.

Student Learning Outcomes – Please refer to Appendix A for a crosswalk of SLO with CAATE Competencies and FSU Graduate Learning Goals and Assessments

- Integrate evidence-based practice standards when making clinical decisions and critically examine athletic training practice.
- Synthesize how athletic training scholarship, evidence based practice, and life-long learning supports the practice of athletic training.
- Combine and synthesize necessary skills within a complex healthcare system, including risk management, insurance, healthcare and reimbursement documentation, and facility management.
- Develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.
- Compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life.
- Compose and develop management strategies for patients with acute injuries and illnesses.
- Collect and synthesize patients' display of abnormal social, emotional, and mental behaviors, and then refer to other healthcare providers as necessary.
- Integrate state and national government regulation in order to demonstrate moral and ethical judgement while practicing Athletic Training.
- Theorize the importance of professional involvement, membership, and regulation among state, district, and national organizations
- Integrate professional and ethical behaviors expected of the Athletic Trainer as a health care professional.

3. Program Assessment

The FSU's Academic Program Review process provides departments an opportunity to improve the quality of program offerings. The program review process occurs every **seven** years for each distinct undergraduate and graduate program and is mandated by the Board of Regents.

Procedure - Academic Program Review - Programs undergoing review in any given year must submit the following three documents to the Assessment and Institutional Research Office (AIR) by June 1st:

- a) **Program Review Self - Study** - Internal document written by program representatives.

- b) **External Review Report** - Internal document written by a contracted external reviewer.
- c) **Certificate** - Two-page document to be approved by Academic Affairs and submitted to the USM Board of Regents
- d) **Program review and Student Learning Assessment** - The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle (at the 3.5 year mark), the office of Assessment and Institutional Research collects information on status of assessment activities using a midterm review template.

Additionally, FSU will be required to seek accreditation via CAATE. See Specialized Accreditation information (#6) below.

4. Master of Science in Athletic Training Curriculum (See Appendix B for course descriptions)

Graduate Course	Graduate Course Title	Credits
Summer I Semester		9
ATTR 500	Foundations of Injury Management	3
ATTR 530	Athletic Training Administration	3
ATTR 645	Psychosocial Intervention	3
Fall I Semester		14
ATTR 515	Emergency Medical Techniques	3
ATTR 520	Rehabilitation Exercise in Athletic Training I (lab)	4
ATTR 505	Orthopedic Assessment I (Lower Body) (lab)	4
ATTR 600	Athletic Training Practicum I [Collegiate Athletics]	3
Spring I Semester		14
ATTR 510	Orthopedic Assessment II (Upper Body) (lab)	4
ATTR 615	Athletic Training Practicum II [High School]	3
ATTR 635	Therapeutic Modalities in Athletic Training (Lab)	4
ATTR 605	Research Methods	3
Summer II Semester		3
ATTR 630	Athletic Training Practicum III [orthopedic and non-orthopedic medicine]	3
Fall II Semester		13
ATTR 620	Rehabilitation Exercise in Athletic Training II (Lab)	4
ATTR 625	General Medical Conditions	3

ATTR 655	Athletic Training Practicum IV [Collegiate Athletics]	3
ATTR 660	Evidence Based Practice in Athletic Training	3
Spring II Semester		12
ATTR 640	Capstone in Athletic Training [online]	3
ATTR 700	Master's Athletic Training Research Paper/Project [online]	1-6
ATTR 695	Athletic Training Practicum V: Immersive Clinical Education Experience (300 hrs.)	5
	Total Graduate credits	65

Admission & Graduation Requirements

Admission Requirement	Graduation Requirement
<ul style="list-style-type: none"> • Successful completion of a BS degree in EXSS or related field from a regionally accredited institution with a 3.0 GPA or higher <p>AND</p> <ul style="list-style-type: none"> • The following required undergraduate courses or equivalent with a minimum of a "B" grade: <ul style="list-style-type: none"> ○ Biomechanics for Exercise & Sport Science ○ Physiology of Exercise ○ Advanced Strength Training ○ Evaluation & Prescription in Fitness ○ Nutrition ○ Anatomy & Physiology I ○ Anatomy & Physiology II • Completion of Graduate Application and MSAT Application documents • Interview • Two recommendations, preferably academic or professional • Physical Examination/Medical History • Hepatitis B vaccination record • Copy of required immunization records • Proof of criminal background check 	<ul style="list-style-type: none"> • Completion of all graduate coursework with a minimum cumulative GPA of 3.0. • Completion of all courses with a grade of "B" or better in all core MS AT courses

5. **General Education Requirements** - Not applicable within the Master's degree program.

6. Specialized Accreditation

The proposed program will require outside accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) accrediting agency. The proposed MSAT program must first be granted approval from the institution and the State before requesting accreditation approval. The program must submit a letter of intent to CAATE and then complete the program self-study within 90 days.

7. Contracting with another institution – N/A

8. Assurance students receive information

The proposed program will provide students with sufficient information regarding curriculum, cost, courses, degree requirements, financial aid, availability of student support services via a number of sources including but not limited to the Graduate Catalog, university and program website, student handbook and any additional recruitment and orientation materials. FSU also complies with the Higher Education Opportunity Act of 2008 (HEOA) related to the disclosure requirements for postsecondary education institutions. The accreditation agency CAATE also mandates specific program information must be posted on the program's web site, such as admission criteria, program overview, additional program expenses, and BOC pass rates. Students admitted to the program will also be provided with an orientation to review all requirements and resources.

9. Advertising, Recruiting, and Admitting All program materials will clearly represent the proposed program and services available; such as handbooks, fliers, brochures and catalogs. The accreditation agency CAATE also mandates specific program information must be posted on the program's web site, such as admission criteria, program overview, additional program expenses, and BOC pass rates.

H. Adequacy of articulation – NA

I. Adequacy of faculty resources

1. Program Faculty

Athletic Training faculty and staff who currently teach within the current undergraduate AT program will be reallocated to the MSAT Program. Three of the faculty members have terminal degrees, while the others have master's degree preparation. All faculty members have years of experience teaching and practicing in the field of Athletic Training, Strength and Conditioning, and Physical Therapy, and have been involved in the development and redesign of program curriculum. Each faculty member has varied interests, outlooks and expertise so that the students have a variety of student learning experiences.

Athletic Training Faculty

Position	Name	Credentials	Academic Title	Employment Type	Courses Taught
Athletic Training Program Director	Jackie Durst	EdD, LAT, ATC	Assist. Prof	Full time tenure track	ATTR 600, 505,510, 530, 640, 700, 660
Coordinator of Clinical Education	Ramonica Scott	MS, LAT, ATC	Assist. Prof	Full time tenure track	EXSS 482, 591, ATTR , 605, 615, 630, 645, 655, 695, 520, 635,
Faculty	Melody Kentrus	DPT	Assist. Prof	This faculty member is a full time tenure track faculty currently assigned to the Exercise Science program. She teaches one course in the AT program.	ATTR 620
Head Athletic Trainer	Karla Schoenly	MS, LAT, ATC	Instructor	Contractual adjunct for one course.	ATTR 515, ATTR 500
Assistant Athletic Trainer	Cassie Donahue	MS, LAT, ATC	Instructor	Contractual adjunct for one course	ATTR 625

2. Ongoing Pedagogy

The University offers free training sessions and professional development for all faculties in various areas of pedagogy via the Center for Teaching Excellence. Additionally, faculty are trained to use the LMS (Canvas) via the Office of Information Technology as part of the onboarding process as well as are offered trainings throughout the year to provide updates and training for new technologies. To remain compliant with licensing regulations, all Athletic Training faculty must complete 50 continuing education units (CEUs) a year; 10 of those units must be evidence-based practice related. The Athletic Training Program budget allows for all Athletic Training faculty members to complete their required CEUs annually.

J. Adequacy of Library Resources

The institutional library resources meet the proposed program needs. The library resources available in the past for the undergraduate Athletic Training (AT) program have been determined to adequately meet accreditation standards. The current library resources will also be utilized to meet the needs of the MSAT program. Below is a statement from Randall Lowe, the Kinesiology and Recreation Department's library liaison:

Current Library Holdings Overview

Athletic Training students at FSU have full access to the university's library and its print and online resources. The library's online search engine OneSearch allows students to access the library's collections of article databases, the library catalog, and e-books. Current library resources include over 8,000 discipline-related print and electronic monographs, as well as access to more than 6,000 health-sciences related full text online journals through research databases, which provide adequate subject coverage to support the program.

Resources specific to athletic training students include full access to professional journals, such as the *Journal of Athletic Training* and the *Athletic Training Education Journal*, as well as 35 other sports medicine titles. In order to further meet graduate AT student needs, the FSU library provides full access to several databases relative to athletic training and the allied health care field, such as CINAHL, Health Source, LexisNexis Academic, MEDLINE/PubMed, Nursing & Allied Health Source, and Web of Science. Moreover, the Ort Library's interlibrary loan services extend access to the holdings of thousands of other libraries. Librarians are available to provide instruction and research support in using these resources.

K. Adequacy of physical facilities, infrastructure and instructional equipment

As previously described, the AT program is currently being offered at FSU as an undergraduate program, but due to accreditation standards must be elevated to graduate level. During the last accreditation site visit (by CAATE) two years ago, the examiners determined that the department facilities are more than adequate to support the undergraduate AT program. The proposed graduate program will be utilizing the same resources, supplies, and space as the current program.

The undergraduate athletic training program currently has lab space that is dedicated for the athletic training program. The lab is large enough for all AT students and is equipped with a SMART board with projector, and clinical supplies. The specific equipment used in the AT lab includes treatment and taping tables, skeleton models, CPR manikins, airway and intubation models, rectal thermometer models, emergency response equipment, taping and bracing equipment, clinical examination instruments, and rehabilitation and modality equipment. The proposed MSAT program anticipates utilizing the same equipment and lab space for continued didactic teaching and interactive learning.

Affiliate clinical education sites are also a vital resource for the athletic training program. Currently, the undergraduate AT program relies on health care professionals on campus and within the surrounding community to provide valuable hands-on clinical education experiences for the AT students. The proposed MSAT program anticipates continued partnerships with FSU Athletics and other current affiliate sites.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

The below budget reflects the revenue and expenses generated from the MSAT direct entry two year program and the revenue and expenses associated with the last two years

of enrollment for students in the BS EXXS/MSAT program who matriculate into the Master's program after receiving their undergraduate degree. This reflects the revenue and expenses generated from the master's /graduate level coursework (65) credits each student will be taking as either a direct entry to the master's level or the 56 graduate credits taken by the BS EXXS/MSAT students who enter the MSAT program after receiving their bachelor's degree. All expenses and revenue associated with the BS EXXS/MSAT students who take 9 graduate credits as part of the undergraduate degree are reflected in the BS EXXS/MSAT program proposal submitted simultaneously with this proposal.

This budget also assumes that the Bachelor in Athletic Training faculty and expenses will be reallocated to the new MSAT budget beginning FY 2021 to accommodate this proposal to elevate the degree from a bachelor's degree to a Master's degree level.

Resource Categories	Year 1	Year 2	Year3	Year 4	Year 5
1. Reallocated Funds	18,310	172,947	177,854	182,907	188,112
2. Tuition/Fee Revenue	10,811	239,879	456,406	509,736	530,891
a. Number of F/T Students In-state	0	0	0	0	0
a. Number of F/T Students Out-of-state	0	0	0	0	0
b. Annual Tuition/Fee Rate In-state	0	0	0	0	0
b. Annual Tuition/Fee Rate Out-of-state	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students In-State	2	23	35	38	41
d. Number of P/T Students Out-of-State	0	2	4	4	4
e. Credit Hour Rate In-State	459	473	487	502	517
e. Credit Hour Rate Out-of-State	591	609	627	646	665
f. Annual Credit Hours	18	399	739	804	815
g. Total P/T Revenue In & Out-of-State	8,525	188,408	359,597	402,804	420,866
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources (fees)	2,286	51,471	96,809	106,932	110,025
TOTAL (Add 1 – 4)	31,407	464,297	731,069	799,575	829,028

Resource Narrative:

Note: Tuition and fees totals were derived by using the total annual credit hours generated by enrollment in relation to the MSAT and BS EXSS/ MSAT enrollment multiplied by the graduate credit hour tuition/fee rates. The total credit hours generated each year are indicated in line (f) of the above budget. Enrollment and tuition are shown as PT students as graduate students are charged by credit hour vs. provided with a semester tuition rate. Students who successfully complete the BS EXSS who are provisionally admitted to the MSAT program will matriculate to the MSAT program. It

is anticipated that BS EXXS/MSAT enrollment will generate 10 students per year. See below enrollment tables.

1. **Reallocated Funds:** All funds include the current Bachelor in Athletic Training faculty and program budget that will be reallocated from the Bachelor’s degree to the MSAT degree. See expenditures table below for breakdown of reallocated funds.
2. **Annual Tuition and Fee:** This revenue is being generated using the following assumption:

10 student each year will matriculate from the BS EXXS/MSAT combined program to the MSAT program beginning the fall of 2021(FY 2022). The number of direct entry students to the MSAT program is expected to be small as we anticipate students will choose the BS EXXS/MSAT option during this time of transition to a new degree level and it will continue to be the most attractive option.

Enrollment projections for BSEXXS/MSAT students matriculating to MSAT and MSAT direct entry.

			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
BSEXXS/MSAT matriculating to MSAT				10	10		
					10	10	
						10	10
							10
Total Enrollment in MSAT coming from BSEXXS/MSAT			0	10	20	20	20
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
MSAT direct entry			2	2	2		
				3	3	3	
					4	4	4
						5	5
Total MSAT direct entry only			2	5	9	12	9
Total from BS EXXS/MSAT and MSAT direct entry			2	15	29	32	29

Tuition and fees totals were derived by using the total annual credit hours generated by enrollment in relation to the annual credit hours generated each year by the different pipelines multiplied by the graduate credit hour tuition/fee rates. The total credit hours generated each year are indicated in line (f) of the above budget. Enrollment and tuition are shown as PT students as graduate students are charged by credit hour vs. provided with a semester tuition rate.

Annual Credit Hour Projections for students from BSEXXS/MSAT matriculating to MSAT and direct entry MSAT students

Credits		FY 2020	FY2021	FY2022	FY2023	FY2024
Cohort 1 MSAT		18	62	50	0	0
Cohort 1 BSMSAT		0	310	250	0	0
Cohort 2 MSAT		0	27	93	75	0
Cohort 2 BSMSAT		0	0	310	250	0
Cohort 3 MSAT		0	0	36	124	100
Cohort 3 BSMSAT		0	0	0	310	250
Cohort 4 MSAT		0	0	0	45	155
Cohort 4 BSMSAT		0	0	0	0	310
Cohort 5 MSAT		0	0	0	0	0
Cohort 5 BSMAT		0	0	0	0	0
Total Credits per semester cohort combined		18	399	739	804	815

3. **Other Sources:** this figure reflects the fees associated with the credit hours generated. Fees for FY 2020 are anticipated to be \$127 per credit with a \$2 increase each year. (Fee per Credit Hour x Credit Hours per semester).

TABLE 2: EXPENDITURES

Expenditure Categories

- 1. Faculty (b + c below)
 - a. # FTE
 - b. Total Salary
 - c. Total Benefits
- 2. Admin. Staff (b + c below)
 - a. # FTE
 - b. Total Salary
 - c. Total Benefits
- 3. Support Staff (b + c below)
 - a. # FTE
 - b. Total Salary
 - c. Total Benefits
- 4. Equipment
- 5. Library
- 6. New or Renovated Space
- 7. Other Expenses (travel, instructional supplies, misc.)
- TOTAL (Add 1 – 7)

	FY 2021	FY2022	FY 2023	FY 2024	FY 2025
	Year 1	Year 2	Year3	Year 4	Year 5
1. Faculty (b + c below)	8,910	163,547	168,454	173,507	178,712
a. # FTE	1.2	3.6	3.6	3.6	3.6
b. Total Salary	6,600	121,566	125,213	128,969	132,838
c. Total Benefits	2,310	42,548	43,825	45,139	46,493
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	1,000	1,000	1,000	1,000	1,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (travel, instructional supplies, misc.)	8,400	8,400	8,400	8,400	8,400
TOTAL (Add 1 – 7)	18,310	172,947	177,854	182,907	188,112

Expenditures Narrative:

1. Faculty: Year 1 reflects need to teach 9 graduate credits only using 3 adjunct faculty. Subsequent years includes 1.2 FTE adjunct faculty, 2.0 FTE AT faculty and .4 EXSS faculty. Benefit multiplier used is .35. This is a reallocated resources as these faculty currently teach in the Bachelor's in Athletic Training program and will be reallocated to this new MSAT program.
2. Administrative Staff: N/A
3. Support Staff: N/A
4. Equipment: \$1,000 for repair and replacement of equipment is budgeted and will be reallocated from the current bachelor's program which will be transitioning to the MSAT.
5. Library: Current library resources are in place to support this program. No new funding is required.
6. New or Renovated Space N/A
7. Other Expenses : \$8,400 will be reallocated from the Bachelor's program for this transition to MSAT. This will cover expense associated with faculty travel, instructional supplies, and other miscellaneous expenses (\$1,000)

M. Adequacy of provision for evaluation of program

On the institutional level, FSU's academic program review provides departments an opportunity to assess and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate and graduate program and is mandated by USM's Board of Regents.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

Additionally, all Athletic Training Education Programs are required to be accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The FSU Athletic Training Education Program (ATP) earned initial accreditation from the Commission on Accreditation of Allied Health Education Professions (CAAHEP) in September of 2004. The current accrediting agency, CAATE, assumed this role effective July 1, 2006. The current undergraduate Bachelor's in Athletic Training program is fully accredited by CAATE and completed a continuing accreditation site visit during both 2009 and 2014.

In January 2015, the CAATE granted FSU a ten year extension on its accreditation based on its successful completion of a self-study and subsequent site visit. FSU will pursue accreditation of this new BS EXXS/MSAT program upon MHEC approval.

N. Consistency with the State’s minority achievement goals

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and respects individuals who represent diversity. Many of the students who have applied to the undergraduate Athletic Training Program have been minorities. The table below compares the number of minority students who have been admitted to the program to the overall admitted student cohort. Because this new program is designed for students who will be admitted at the graduate level, students must meet the rigor of the academic requirements to gain admission. FSU Athletic Training graduate students will have access to on-campus disability support services. Faculty may provide online sessions and Podcasts/video through Canvas, face-to-face meetings, and phone assistance as needed that is individualized for each student. The current AT program has been successful in efforts to support minority students to gain access and admission to our undergraduate program as evidenced by the chart below, so there is no doubt that the same trend will be maintained for students who want to gain admission to the proposed MSAT program.

Athletic Training Program Minority Student Ratios

Cohort Year	Cohort Number	Number of Minorities	% Minority
2016	10	4	40%
2017	9	5	56%
2018	9	3	33%

Admission criteria for the proposed MS Athletic Training Program are clearly defined in Section G. Admission will be granted without regard to gender, race, religion, or national origin. Most admission criteria are objective and/or quantifiable in nature (having a 3.0 GPA or a “B” or higher in all prerequisite courses, etc.). Admission criteria that are more subjective or qualitative in nature will be assessed using a standardized rubric to ensure that the same standards are being utilized with each prospective student.

O. Relationship to low productivity programs identified by the Commission. N/A

P. Distance Education Program – N/A

Appendix A

Crosswalk of Program Learning Outcomes with CAATE Competencies, FSU Graduate Learning Goals and Curriculum

MSAT Program Learning Outcomes	Frostburg State Graduate Learning Goals	Course Examples & CAATE Athletic Training Educational Competencies	Key Assessment for Overall Program
The AT MS program learning outcomes require that students:			
Integrate evidence-based practice standards when making clinical decisions and critically examine athletic training practice.	Access and evaluate the literature of the discipline	ATTR 605 ATTR 530 ATTR 640 ATTR 700	BOC Practice Exams Senior Presentations
Synthesize how athletic training scholarship, evidence based practice, and life-long learning supports the practice of athletic training.	Advancement of knowledge	ATTR 660 CAATE Competencies: EBP, CIP, PD	BOC Exam Performance Scores
Integrate evidence based practice standards when making clinical decisions and critically examine athletic training practice.	Write and speak about current issues	ATTR 591 ATTR 510 ATTR 515	BOC Practice Exams Senior Presentations
Combine and synthesize necessary skills within a complex healthcare system, including risk management, insurance, healthcare and reimbursement documentation, and facility management.	Demonstrate knowledge in the discipline	ATTR 520 ATTR 625 ATTR 620 ATTR 625 ATTR 530 ATTR 540 ATTR 615 ATTR 630 ATTR 655 ATTR 695 ATTR 640	BOC Exam Performance Scores Clinical Education Competencies Graduate Exit Survey Alumni Survey
Develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.		CAATE Competencies: PHP, CIP, CE, AC, TI, PS, HA, PD	Clinical Education Mid-term & Final Evaluations
Compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life.	Identify and understand critical issues	ATTR 530 ATTR 615 ATTR 630 ATTR 655	BOC Practice Exams
Integrate professional and ethical behaviors expected of the Athletic Trainer as a health care professional.	Challenge and evaluate information as well as Synthesize and integrate new knowledge	ATTR 640 ATTR 700 ATTR 660	BOC Exam Performance Scores Senior Presentations
Integrate state and national government regulation in order to demonstrate moral and ethical judgement while practicing Athletic Training.		CAATE Competencies: EBP, CIP, PD	
Synthesize how athletic training scholarship, evidence based practice, and life-long learning supports the practice of athletic training.			
Integrate professional and ethical behaviors expected of the Athletic Trainer as a health care professional.	Understand and exhibit professional behaviors	ATTR 530 ATTR 615 ATTR 630 ATTR 655 ATTR 695	Clinical Education Mid-terms & Final Evaluation
Theorize the importance of professional involvement, membership, and regulation among state, district, and national organizations.	Understand the values and ethics of the practicing profession	CAATE Competencies: PHP, CE, PD	Clinical Education Competencies
Develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.	Possess the ability to apply knowledge and solve sophisticated problems	ATTR 530 ATTR 615 ATTR 630 ATTR 655 ATTR 660 ATTR 695 ATTR 605 ATTR 530	Clinical Education Competencies
Compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life.		CAATE Competencies: EBP, PHP, CE, AC, TI, PS, HA, PD	Clinical Education Mid-terms & Final Evaluation Senior Presentations

Appendix B

GRADUATE ATHLETIC TRAINING PROGRAM COURSE DESCRIPTIONS

ATTR 500- Foundations of Injury Management (3 credits)

This course is designed to be a basic introduction into injury management within the field of Athletic Training. It is meant to give students their first exposure to this field. It is also intended to give students the knowledge necessary to give assistance to an injured student, athlete, and/or client. Emphasis is placed on musculoskeletal injuries that occur during exercise or athletic competition. Additionally, professional rescuer CPR and first aid will be covered. Lecture. Summer. Students admitted into the BS EXXS/MSAT or MSAT only

ATTR 505 – Orthopedic Assessment I: Lower Extremity (4 credits)

General and specific athletic injury assessment procedures are covered. Emphasis is placed on the lumbar spine, pelvis, and lower extremity including on field/clinic evaluation processes, SOAP Note documentation and gait and posture analysis. 3 hrs lecture, 2 hrs lab. Fall MSAT only

ATTR 510 - Orthopedic Assessment II: Upper Extremity (4 credits)

General and specific athletic injury assessment procedures are covered. Emphasis is placed on the cervical spine, head/face, and upper extremity including on field/clinic evaluation processes and SOAP Note documentation. 3 hrs lecture, 2 hrs lab. Spring MSAT only

ATTR 515 - Emergency Medical Techniques (3 credits)

Knowledge and skills in the evaluation, immediate management and treatment of medical emergencies of acute injuries and illnesses are covered. Also the use of various equipment used in emergency medical management. Lecture. Fall MSAT only

ATTR 520 - Rehabilitation Exercise in Athletic Training I (4 credits)

Various aspects of the rehabilitation process for the injured patient. Goals, techniques, evaluation methods, and specific rehabilitation programs covered. 3 hrs lecture, 2 hrs lab. Fall MSAT only

ATTR 530 – Athletic Training Administration (3 credits)

Administration and management strategies in athletic training. Human resource management, financial management, facility design and planning, client management, and ethics and legal liability issues. Lecture. Summer Students admitted into the BS EXXS/MSAT or MSAT only

ATTR 600- Athletic Training Practicum I (3 credits)

Provides the student in Athletic Training extensive exposure to the field. Focuses on the theoretical base of the field as well as introductory injury prevention, management concepts, and prophylactic taping and bracing within the collegiate athletic setting. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within the collegiate athletics setting (maximum hours = 250). Practicum. Fall MSAT only

ATTR 605 - Research Methods (3 credits)

Research design and methods oriented to prepare students for performing effective and responsible graduate level research in any discipline of choice. It is primarily oriented towards beginning graduate students working on a M.S. degree in Athletic Training, but will provide the tools necessary for students in other disciplines to perform and communicate research effectively. This course will introduce research topics and the data collection and application of statistical methods used in Athletic Training and related research. The emphasis is oriented towards physiology research, but nearly the entire course applies to other areas of health science, sports science, and athletic training. Lecture. Spring MSAT only

ATTR 615 - Athletic Training Practicum II (3 credits)

Participation within the daily management of the athletic training clinical environment. It is designed to help students develop athletic training clinical skills in a professional manner and dress and act appropriately as an allied health care professional. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within the secondary school setting (maximum hours = 250). Practicum. Spring MSAT only

ATTR 620 - Rehabilitation Exercise in Athletic Training II (4 credits)

Advanced study in the science and application of safe rehabilitative exercise techniques for both the general population as well the physically active. Hands on manual based techniques for patients will be the primary emphasis. Prerequisite: ATTR 520 [Rehabilitation Exercise in Athletic Training I]; 3 hrs lecture, 2 hrs lab. Fall MSAT only.

ATTR 625 - General Medical Conditions (3 credits)

Pathology and clinical information of various general medical conditions commonly seen in the physically active. Also includes information on pharmacological issues in Athletic Training. Lecture. Fall MSAT only

ATTR 630 - Athletic Training Practicum III (3 credits)

Continued in-depth study of both the theoretical and practical clinical aspects of athletic training. The student will learn to utilize many of the previously learned Athletic Training skills and knowledge's by integrating these into their clinical education and clinical experience. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within orthopedic and non-orthopedic medical settings (maximum hours = 250). Practicum. Summer MSAT only

ATTR 635 - Therapeutic Modalities in Athletic Training (4 credits)

Study of both the theoretical basis and practical usage of various therapeutic modalities. Designed for individuals who routinely treat sports-related injuries. 3 hrs lecture, 2 hrs lab. Spring MSAT only

ATTR 640 - Seminar in Athletic Training (3 credits)

Designed to be the continued in-depth study of both the theoretical and clinical application of Athletic Training competencies and proficiencies. It is intended to be a course for the student to refine and master competencies and proficiencies learned previously in other courses. Clinical Integrated Proficiencies will be utilized so that students can make the connection from the

classroom to the clinic. The course is also intended to review pertinent information to become better prepared to take the BOC certification examination. Lecture. Spring online MSAT only

ATTR 645- Psychosocial Intervention (3 credits)

Provides a theoretically sound basis for the integration of psychosocial aspects related to athletic training. Lecture. Summer Students admitted into the BS EXXS/MSAT or MSAT only

ATTR 655 - Athletic Training Practicum IV (3 credits)

The continued in-depth study of both the theoretical and practical clinical aspects of athletic training. The student will learn to utilize many of the previously learned Athletic Training skills and knowledge's by integrating these into their clinical education and clinical experience. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within the collegiate setting. (maximum hours = 250). Practicum. Fall MSAT only

ATTR 660 – Evidence-Based Practice in Athletic Training (3 credits)

This course will examine scientific experimentation vs. anecdotal case description in Athletic Training. Student learns to systematically find, appraise, and use the most current and valid research findings as the basis for clinical decisions. Lecture. Fall MSAT only

ATTR 695 - Athletic Training Practicum V: Immersive Clinical Education Experience (5 credits)

Gives students the opportunity to utilize their classroom knowledge in a practical setting. This course will provide students with the opportunity to obtain direct experience involving specific Athletic Training issues. The location of the experience will be decided by the student (on or off-campus) under the direction of a Preceptor. Students must complete at least 300 clinical education hours at their designated clinical site. Emphasis is placed on the evaluation skills as defined by the clinical proficiencies delineated and published by the CAATE. (maximum hours = 350). Practicum. Spring MSAT only

ATTR 700 – Master's Athletic Training Research Paper/Project (1-6 credits)

Prepares student to conceptualize and conduct independent research. In this course, students will execute a project designed to expand the students' knowledge of athletic training by working with a mentor (students' choice). The student will devise a research topic related to a domain in athletic training and conduct a research study/project. Students will present the mentor with a research paper that is to be submitted at a state, district, or national conference for a poster or oral presentation. Thesis/Project. Spring online MSAT only