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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](mailto: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



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

|                                 |                            |
|---------------------------------|----------------------------|
| Institution Submitting Proposal | Frostburg State University |
|---------------------------------|----------------------------|

*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                 | Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training   |  |
| Title of Proposed Program                    | Combined BS in Exercise and Sport Science/MS in Athletic Training (BS/MSAT)  |  |
| Total Number of Credits                      | 176  |  |
| 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: <a href="https://www.frostburg.edu/academics/undergraduate-catalog.php">https://www.frostburg.edu/academics/undergraduate-catalog.php</a> |  |
| Preferred Contact for this Proposal          | Name:  | Dr. Jacqueline Durst   |
|  | Title:   | Athletic Training Program Director                               |
|  | Phone:   | (301) 687-3228   |
|  | Email:   | <a href="mailto:jrdurst@frostburg.edu">jrdurst@frostburg.edu</a> |
| President/Chief Executive                    | Type Name:   | Dr. Ronald H. Nowaczyk   |
|  | Signature:   | <i>Ronald Nowaczyk</i> Date: 10/11/18                            |
| Approval/Endorsement by Governing Board      | Type Name:   | Dr. Elizabeth A. Throop  |
|  | Signature:   | <i>Elizabeth A. Throop</i> 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

**Combined BS in Exercise and Sport Science/ MS in Athletic Training (BS- EXSS/M SAT) Program**

Title of Proposed Program

**Bachelor of Science in Exercise and Sport Science and  
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

[irdurst@frostburg.edu](mailto:irdurst@frostburg.edu)

Contact E- Mail Address

  
Signature of President or Designee

  
Date

**Frostburg State University**  
**Department of Kinesiology and Recreation**  
**New Program Proposal: Combined Bachelors of Science in Exercise and Sport Science/  
Masters of Science in Athletic Training**

A. Centrality to institutional mission statement and planning priorities:

1. Program Description and relationship to mission

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 requirement, FSU is seeking approval to begin a combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training (BS EXXS/MSAT) program. FSU is also simultaneously proposing a Master of Science in Athletic Training degree program in response to this elevation of degree level mandate. Please see the accompanying MSAT proposal. The current Bachelor in Athletic Training (BSAT) program offered at FSU will be suspended upon approval of both the BS EXXS/MSAT and MSAT programs.

FSU's proposed BS EXXS/MSAT Program will be a five year accelerated program that will allow students to complete the BS in Exercise and Sport Science (EXSS) degree in 3 years to include summers and the Master of Science in Athletic Training degree with an additional 2 years. The combined BS EXXS/MSAT program is designed within FSU's existing undergraduate EXSS program and the proposed MSAT program being submitted simultaneously with this proposal. Students accepted into the combined program will enter as freshman or sophomores as Bachelor of Exercise and Sport Science majors. Upon completing all requirements of the bachelor's degree, students will be awarded a BS in Exercise and Sport Science after the summer of their third year of study. Additionally, upon meeting all admission requirements of the MSAT program, the student will be matriculated into the Master's program beginning the fall of the fourth year of study. The student will take 9 graduate credits while an undergraduate the summer prior to matriculation to the Master's program which will be applied to both the undergraduate BS in Exercise and Sport Science degree and the MS in Athletic Training degree.

Separately, the bachelor's degree in EXSS requires 120 credits and the MSAT will require 65 credits. The combined program will share 9 graduate credits therefore requiring a total of 176 credits, 9 credits less than if a student were to pursue a bachelor degree and master's degree outside of this combined program. The proposed MSAT program will be administered in the department of Kinesiology and Recreation, within the College of Education. If approved, this program will begin accepting students in the fall of 2019.

The proposed BS EXXS/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 systems. As the only four-year institution west of the Baltimore/Washington corridor and 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

The proposed BS EXXS/MSAT program will utilize the existing BS in Exercise and Sport Science degree and the MSAT program currently being proposed simultaneously with this program. The funding and resources for the MSAT program will be reallocated from the existing BS in AT program which will be suspended upon approval of the MSAT proposal approval. All funding required for this program exists within the current FSU budget allocated to the department of Kinesiology and Recreation. No new resources will be required to implement this degree program.

4. Institution's Commitment

Frostburg State University has offered an undergraduate Athletic Training program for over 14 years and the faculty, administrators, and staff remain 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 the transition to providing a Master's degree level program and therefore the BS EXXS/MSAT program. The department of Kinesiology and Recreation which oversees the BS in EXSS degree program, have provided full support for this combined program and have submitted all required governance approvals to accept the shared 9 graduate credits for the BS in Exercise and Sport Science degree. The BS in Athletic Training program will be discontinued upon approval and implementation of this proposed program. This program has also gained approval from all internal governance committees.

## **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. 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 BS/ 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 BS/ MSAT 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, combined bachelor/master program option. Most importantly, the combined program will save all students time towards graduation and cost associated with the degree level change mandated by the accrediting body. This program will result in a bachelor and master's degree in five years with a cost savings associated with 9 shared credits between the two degrees.

*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 linking academic planning to financial planning as a cost saving measure for students. This proposed program would meet this goal as it will provide an opportunity for students to choose their major early and work to complete the bachelor's degree and master's in an accelerated format, resulting in lowering the number of credits from 185 to 176, and completion of both degrees in a five year period as opposed to a 6 year period in the traditional 4+2 program.

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 Database 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 0913                      | 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 23% 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 Long Term 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 BS EXXS/MSAT program will provide an early entry pathway as freshman and sophomores to the Athletic Training program in the absence of an undergraduate major in Athletic Training which will be discontinued as a result of the need to elevate the degree to the master’s level.

**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. Currently, no other program in Maryland offers the combined BS EXXS/MSAT program. 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 with CIP Designation 51.0913 (Athletic Training)

| 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](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, compliance with the accreditation requirements of degree elevation 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. Additionally, using a BS EXXS/MSAT model will provide an opportunity for students to complete a master's degree with less time to degree and lower cost.

#### 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 an AT program, Therefore, this proposal does not present any risk to the relevance and identity of HBIs. The new proposed BS EXXS/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. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The Bachelor in Exercise and Sport Science /Master of Science in Athletic Training (BS EXXS/MSAT) program curriculum and admission criteria were developed by the faculty in the AT and the EXSS programs to align with the Committee for the Accreditation of Exercise Science (CoAES) standards for the undergraduate Exercise Science degree, the CAATE accreditation standards and learning outcomes for the MSAT degree, and the FSU Undergraduate and Graduate Learning Goals. The chair of the EXSS department and the AT Program Director will oversee the implementation of this program and the ongoing accreditation and assessment activities for the respective degrees.

##### 2. Educational Objectives and Learning Outcomes

Bachelor in Exercise and Sport Science Program Goals

1. Develop critical thinking skills that will enable success in the student's professional career
2. Recognize and interpret unsafe practices and educate participants in proper safety measures
3. Develop assessments and programs used for physical fitness
4. Develop fitness/wellness programs that are goal-oriented and meet the needs of various populations
5. Prescribe appropriate interventions for individuals and groups across the lifespan
6. Become certified as personal trainers and/or strength and conditioning coaches obtaining national certifications such as ACSM Exercise Physiologist, Personal Trainer, Group Exercise Instructor, and NSCA Certified Strength and Conditioning Coach

**Bachelor of Exercise and Sport Science Learning Outcomes** - Please refer to Appendix A for a crosswalk of Bachelor of Science in Exercise and Sport Science SLO with FSU undergraduate learning goals and key assessments

1. Demonstrate a sound foundational knowledge and understanding of biological principles and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity and exercise.
2. Plan, administer, and evaluate wellness, fitness, and nutritional programs, based in sport, clinical, industrial, and/or corporate environments.
3. Demonstrate requisite skills and abilities for meaningful employment in exercise science related areas or pursue graduate studies in an exercise science related area.
4. Demonstrate basic laboratory skills pertaining to assessments, laboratory methods, and clinical practices.
5. Advocate for physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases.
6. Demonstrate knowledge of the importance and influence of physical activity, kinesiology, and nutrition, on health and wellness.
7. Demonstrate knowledge of the importance and influence of physical activity, kinesiology, and nutrition, on health and wellness.

#### Master of Science in Athletic Training

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 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 for MSAT Program – Please refer to Appendix B for a crosswalk of SLO with CAATE Competencies and FSU Graduate Learning Goals and Assessments

1. Integrate evidence-based practice standards when making clinical decisions and critically examine athletic training practice.
2. Synthesize how athletic training scholarship, evidence based practice, and life-long learning supports the practice of athletic training.
3. Combine and synthesize necessary skills within a complex healthcare system, including risk management, insurance, healthcare and reimbursement documentation, and facility management.
4. Develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.
5. Compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life.
6. Compose and develop management strategies for patients with acute injuries and illnesses.
7. Collect and synthesize patients' display abnormal social, emotional, and mental behaviors, and then refer to other healthcare providers as necessary.

8. Integrate state and national government regulation in order to demonstrate moral and ethical judgement while practicing Athletic Training.
9. Theorize the importance of professional involvement, membership, and regulation among state, district, and national organizations
10. Integrate professional and ethical behaviors expected of the Athletic Trainer as a health care professional.

3. Program Assessment – please see Appendix A and B for crosswalk of SLO with key assessments.

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

4. Combined Bachelor of Science /Master of Science in Athletic Training Curriculum (See Appendix C for course descriptions)

#### SEMESTER COURSE SCHEDULE

**First Year**

**Fall Semester**

|                            |           |   |
|----------------------------|-----------|---|
| BIOL 149 (GEP Group C)     | 4         | General Biology                         |
| ENGL 101 (GEP Core Skills) | 3         | Freshman Composition                    |
| MOI (GEP Group B)          | 3         | _____                                   |
| ORIE 101                   | 1         | Orientation                             |
| EXSS 103                   | <u>3</u>  | Foundations of Exercise & Sport Science |
| <b>Total</b>               | <b>14</b> |   |

**Spring Semester**

|                            |           |  |
|----------------------------|-----------|--|
| Iden.& Diff (GEP Group F)  | 3         | _____  |
| IDIS 150 (GEP Group E)     | 3         | _____  |
| MATH 109 (GEP Core Skills) | 3         | Elements of Applied Probability and Statistics |
| MOI (GEP Group A)          | 3         | _____  |
| EXSS 175                   | 1         | Foundations of Resistance Training             |
| PSYC 150 (GEP Group D)     | <u>3</u>  | General Psychology                             |
| <b>Total</b>               | <b>16</b> |  |

**Summer Semester**

|              |          |                       |
|--------------|----------|-----------------------|
| EXSS 200     | 3        | Nutrition (online)    |
| xxx          | <u>3</u> | EXSS program elective |
| <b>Total</b> | <b>6</b> |                       |

**Second Year****Fall Semester**

|                        |           |                                       |
|------------------------|-----------|---------------------------------------|
| BIOL 321               | 4         | Anatomy & Physiology I                |
| EXSS 115               | 3         | Methods of Group Exercise Instruction |
| MOI (GEP Group C)      | 4         | _____                                 |
| IDIS 350 (GEP Group E) | 3         | _____                                 |
| MOI (GEP Group D)      | <u>3</u>  | _____                                 |
| <b>Total</b>           | <b>17</b> |                                       |

**Spring Semester**

|                   |           |  |
|-------------------|-----------|--|
| BIOL 322          | 4         | Anatomy & Physiology II                      |
| EXSS 303          | 3         | Biomechanics for Exercise and Sports Science |
| EXSS 401          | 3         | Physiology of Exercise                       |
| COSC 100          | 3         | Technology Fluency                           |
| MOI (GEP Group B) | <u>3</u>  | _____  |
| <b>Total</b>      | <b>16</b> |  |

**Summer**

|              |          |                       |
|--------------|----------|-----------------------|
| xxx          | 4        | EXSS program elective |
| xxx          | <u>4</u> | EXSS program elective |
| <b>Total</b> | <b>8</b> |                       |

**Third Year 2021****Fall Semester**

|              |           |  |
|--------------|-----------|--|
| EXSS 315     | 3         | Nutrition for the PA                                 |
| EXSS 410     | 3         | Advanced Strength Training                           |
| EXSS 482     | 3         | Field Experience ( <i>Grad School Applications</i> ) |
| EXSS 411     | 3         | Evaluation & Prescription                            |
| Xxx          | <u>4</u>  | EXSS program elective                                |
| <b>Total</b> | <b>16</b> |  |

**Spring Semester**

|                            |           |  |
|----------------------------|-----------|--|
| ENGL 300 (GEP Core Skills) | 3         | Business Writing (or any other upper level ENGL) |
| EXSS 492                   | 3         | Seminar in EXSS                                  |
| EXSS 495                   | <u>9</u>  | Internship in EXSS                               |
| <b>Total</b>               | <b>15</b> |  |

**\*Students in the BS EXXS/MSAT Program who meet all requirements to provisionally enter the MSAT program by the end of the third year (spring) of study will be approved to move forward to take the following MSAT graduate courses in the summer prior to full matriculation to the MSAT program following successful completion of the undergraduate EXSS degree. The 9 credits identified below will be used to satisfy the undergraduate EXSS degree requirements as well. Students who do not meet the requirements of progression for matriculation to the MSAT program will be required to take EXSS courses to complete a degree in EXSS.**

**Summer**

|          |          |   |
|----------|----------|---|
| EXSS 435 | 3        | Lifespan Health & Fitness (online)                              |
| ATTR 645 | 3        | Psychosocial Intervention (instead of <i>EXSS 341</i> )         |
| ATTR 530 | 3        | Athletic Training Administration (instead of <i>EXSS 306</i> )  |
| ATTR 500 | <u>3</u> | Foundations of Injury Management ( <i>instead of EXSS 305</i> ) |

**Total 12**

Upon successful completion of summer session above, students will have completed 120 credits hours and will be awarded a Bachelor in Exercise and Sport Science Degree. Nine graduate credits taken in the last summer will be applied to both the undergraduate degree and the graduate degree as part of this combined program.

**MSAT Program Year 1**

**Fall Semester**

|              |           |   |
|--------------|-----------|---|
| ATTR 520     | 4         | Rehabilitation Techniques in AT I (lab)     |
| ATTR 505     | 4         | Orthopedic Assessment I [Lower Body]        |
| ATTR 600     | 3         | Clinical Education I [Collegiate Athletics] |
| ATTR 515     | <u>3</u>  | Emergency Medical Techniques                |
| <b>Total</b> | <b>14</b> |   |

**Spring Semester**

|              |           |   |
|--------------|-----------|---|
| ATTR 510     | 4         | Orthopedic Assessment II [Upper Body]             |
| ATTR 605     | 3         | Research Methods                                  |
| ATTR 615     | 3         | Clinical Education II [High School]               |
| ATTR 635     | <u>4</u>  | Therapeutic Modalities in Athletic Training [Lab] |
| <b>Total</b> | <b>14</b> |   |

**MSAT Year 2**

**Summer Semester**

|          |   |   |
|----------|---|---|
| ATTR 630 | 3 | Clinical Education III [orthopedic and non-orthopedic medicine] |
|----------|---|---|

**Fall Semester**

|              |           |  |
|--------------|-----------|--|
| ATTR 620     | 4         | Rehabilitation Techniques in AT II [Lab]     |
| ATTR 625     | 3         | General Medical Conditions                   |
| ATTR 660     | 3         | Evidence Based Practice in AT                |
| ATTR 655     | <u>3</u>  | Clinical Education IV [Collegiate Athletics] |
| <b>Total</b> | <b>13</b> |  |

**Spring Semester**

|              |           |  |
|--------------|-----------|--|
| ATTR 640     | 3         | Capstone in Athletic Training [Online] |
| ATTR 650     | 4         | Graduate Project/Research [Online]     |
| ATTR 695     | <u>5</u>  | Clinical Education V [Immersive]       |
| <b>Total</b> | <b>12</b> |  |

**Total Graduate credits: 65**

**Total credits taken 176, 9 credits shared between the undergraduate EXSS degree and the MSAT degree.**

**Admission and Progress Requirements for the BS EXXS/MSAT Program**

|   |                          |
|---|--------------------------|
| Admission Requirements for entry into the combined BS EXXS/MSAT program | Progression Requirements |
|---|--------------------------|

|   |  |
|---|--|
| <p>Direct Entry to BS EXXS/MSAT as first year student - Admission Requirements</p> <ul style="list-style-type: none"> <li>• High school seniors who wish to be considered for Direct Entry (DE) into the BS EXXS/MSAT program must submit an undergraduate application to Frostburg State University by <i>(November 1)</i> and have a minimum <i>SAT-I composite score of 1250 before March 1</i>. Students must also complete the Personal Statement. Students who meet the requirements will be invited for individual interview.</li> <li>• Individual interviews and other activities will take place on Direct Entry Day.</li> <li>• Students who are selected for direct entry will be reserved a seat in the MSAT Program. Students will enter the MSAT Program after successful completion of degree requirements for BS in EXSS and meeting all requirements for entry into the MSAT program.</li> </ul> <p>Freshman and Sophomore Entry</p> <ul style="list-style-type: none"> <li>• FSU first year or sophomore EXSS students who wish to enter the BS EXXS/MSAT program must make application to the BS EXXS/MSAT program by March 1. Students must have a 3.0 at the time of application and a B or better in all MSAT prerequisite courses completed at the time of application. Students with less than a 3.0 can be considered for provisional admission but will be required to reach the 3.0 GPA by the end of the summer of the second year of study.</li> <li>• Students who meet the admission requirements will be invited for an interview.</li> <li>• Students admitted to the BS EXXS/MSAT program will be required to follow the study plan developed by the MSAT Program Director and will be required to meet all progression requirements to enter the MSAT program at the completion of their BS degree</li> </ul> | <ul style="list-style-type: none"> <li>• Obtain a 3.0 or above by the end of the summer of the second year.</li> <li>• Maintain a 3.0 throughout the 3<sup>rd</sup> year.</li> <li>• Obtain a B grade or above in all MSAT prerequisite courses.</li> <li>• Meet all other admission requirements of the MSAT program by the end of the third year of study</li> <li>• Complete a minimum of 50 hours of athletic training clinical observation by the end of the third year of study (completed within EXSS 482: Field Experience) and receive a minimum of 80% on the preceptor evaluation.</li> </ul> |
|---|--|

**Admission Requirements to Matriculate to MSAT Program and Graduation Requirements of MSAT**

Students who meet the following requirements while in the BS EXXS/MSAT program will be matriculated into the graduate program upon completion of the requirements of the BS in Exercise and Sport Science degree.

| Admission Requirement for Matriculation into the MSAT  | Graduation Requirement   |
|--|--|
| <ul style="list-style-type: none"> <li>• 3.0 GPA by the end of the spring semester of the 3<sup>rd</sup> year of study.</li> </ul> | <ul style="list-style-type: none"> <li>• Completion of all graduate coursework taken as an undergraduate with a</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Successful completion of BS degree in EXSS from FSU with a 3.0 GPA or higher</li> <li>• Complete a minimum of 50 hours of athletic training clinical observation by the end of the third year of study (completed within EXSS 482: Field Experience) and receive a minimum of 80% on the preceptor evaluation.</li> <li>• Final approval from the AT Program Director</li> <li>• Complete the following required undergraduate courses or equivalent with a minimum of a “B” grade no later than the spring of the 3<sup>rd</sup> year of study: <ul style="list-style-type: none"> <li>○ Biomechanics for Exercise &amp; Sport Science</li> <li>○ Physiology of Exercise</li> <li>○ Advanced Strength Training</li> <li>○ Evaluation &amp; Prescription in Fitness</li> <li>○ Nutrition</li> <li>○ Anatomy &amp; Physiology I</li> <li>○ Anatomy &amp; Physiology II</li> </ul> </li> <li>• Physical Examination/Medical History, HEP B vaccination, required immunizations, criminal background check</li> </ul> | <ul style="list-style-type: none"> <li>• minimum cumulative GPA of 3.0.</li> <li>• Completion of all courses with a grade of “B” or better in all MSAT prerequisite courses</li> <li>• Bachelor’s degree award.</li> </ul> |
|---|--|

5. General Education Requirements - All general education requirements will be met during the 3 years in which the student is pursuing the Bachelor of Science in Exercise and Sport Science degree. This will be met via a very specific and agreed upon study plan that the student and advisor will develop upon admission to the program (Please refer to the curriculum plan above). Students will be required to meet with their advisor each semester to assure that all requirements of the program for progression are being met including the GEP requirements for the EXSS degree.

**6. Specialized Accreditation**

The proposed program will meet requirements of both the Committee for the Accreditation of Exercise Science (CoAES) which applies to the BS EXSS degree and the Commission on Accreditation of Athletic Training Education (CAATE) accrediting agency which applies to the MSAT degree. The proposed BS EXXS/MSAT program must first be granted approval from the institution and the State before requesting CAATE accreditation approval. The current undergraduate AT program is accredited but FSU will submit a letter of intent to CAATE and then complete the program self-study within 90 days to seek accreditation for this program.

**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 Undergraduate and 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

Students admitted into the BS EXXS/MSAT program will participate for the first three years in the currently existing Exercise and Sport Science (EXSS) major taught by existing faculty in this program. While an undergraduate, students who applied to and are admitted to the BS EXXS/MSAT program will take only 9 of graduate AT credits as an undergraduate EXSS major which will be shared between the bachelor and master's degree. These credits will be taken in the final summer semester of the student's Senior year (year 3). Athletic Training faculty and staff who currently teach within the current bachelor's AT program, which will be discontinued, will be teaching the three graduate level courses required for the BS EXXS/MSAT program. Two of the faculty members have terminal degrees, while the other has master's degree preparation. All faculty members have years of experience teaching and practicing in the field of Athletic Training 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 teaching on summer contract | ATTR 530       |
| Coordinator of Clinical Education  | Ramonica Scott | MS, LAT, ATC  | Assist. Prof   | Full time tenure-track teaching on summer contract | ATTR 645       |
| Head Athletic Trainer              | Karla Schoenly | MS, LAT, ATC  | Instructor     | Contractual adjunct for one course.                | ATTR 500       |

## **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 Exercise and Sport Science and 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*

BS EXXS/MSAT students at FSU will 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 Exercise and Sport Science and 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 only the associated revenue and expenses generated by the 9 graduate credits which students in the BS EXSS/MSAT program will take as all other courses fall within the existing EXSS major. Students will be provisionally admitted to the BS EXSS/MSAT program but will be part of the existing EXSS major until the summer of their third year of study. During this summer, as long as they meet all other requirements, students will take 9 graduate credits which will be part of their undergraduate EXSS degree requirements. Expenses and revenue generated from these three graduate courses (9credits) required as part of the undergraduate degree are reflected in this proposal. All other courses (56 credits) required after full matriculation to the MSAT program are reflected in the proposal for the MSAT being submitted simultaneously with this proposal.

There are no other new expenses or reallocated expenses for this BS EXSS/MSAT program since all students entering into the combined program will be part of the existing Bachelor's in Exercise and Sport Science major. All other reallocated expenses are reflected in the MSAT proposal being submitted simultaneously with this proposal. Therefore the budgets below reflected only the revenue and expenses associated with delivering the 9 shared graduate credits.

**TABLE 1: RESOURCES**

|   | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 |
|---|--------|--------|--------|--------|--------|
| Resource Categories                           | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds                          | 8,910  | 8,910  | 8,910  | 8,910  | 8,910  |
| 2. Tuition/Fee Revenue                        | 42,498 | 43,794 | 45,090 | 46,476 | 47,862 |
| (c + g below)                                 |        |        |        |        |        |
| 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            | 9      | 9      | 9      | 9      | 9      |
| d. Number of P/T Students Out-of-State        | 1      | 1      | 1      | 1      | 1      |
| 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 IS                     | 81     | 81     | 81     | 81     | 81     |
| f. Annual Credit Hours OS                     | 9      | 9      | 9      | 9      | 9      |
| g. Total P/T Revenue In State (90%)           | 37,179 | 38,313 | 39,447 | 40,662 | 41,877 |
| h Total P/T Revenue OS (10%)                  | 5,319  | 5,481  | 5,643  | 5,814  | 5,985  |
| i. Total (d x e x f)                          | 42,498 | 43,794 | 45,090 | 46,476 | 47,862 |
| 3. Grants, Contracts & Other External Sources | 0      | 0      | 0      | 0      | 0      |
| 4. Other Sources (fees)                       | 11,430 | 11,610 | 11,790 | 11,970 | 12,150 |
| TOTAL (Add 1 – 4)                             | 62,838 | 64,314 | 65,790 | 67,356 | 68,922 |

***Budget Narrative:***

1. Reallocated funds: This figure reflects the adjunct pay being reallocated from the existing AT Bachelor's degree program which will be discontinued as part of the transition to BS Exercise Science/MSAT. This figure reflects the adjunct faculty costs associated with teaching 9 graduate credit which students will take as an undergraduate in the summer prior to full matriculation into the MSAT program.
2. Tuition and fee revenue: this figure calculated using the graduate credit rates with a 3% increase annually. It is anticipated that 10 new students will be enrolled each summer in this program and will take 9 graduate credits during this time for a total of 90 graduate credits per year. Tuition was calculated using the # of credit hours (90) x the tuition rate each year with a 3% increase.
3. Grants/Contracts – N/A
4. Other Sources – This figure reflects fees associated with the 9 graduate credits or 90 total credits each year generated by the 10 student enrollments anticipated in the program. The fees are estimated to be 127 in FY2020 and increase by \$2 each year.

**TABLE 2: EXPENDITURES**

|                                | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 |
|--------------------------------|--------|--------|--------|--------|--------|
| Expenditure Categories         | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Faculty (b + c below)       | 8,910  | 8,910  | 8,910  | 8,910  | 8,910  |
| a. # FTE                       | 1.2    | 1.2    | 1.2    | 1.2    | 1.2    |
| b. Total Salary                | 6,600  | 6,600  | 6,600  | 6,600  | 6,600  |
| c. Total Benefits              | 2,310  | 2,310  | 2,310  | 2,310  | 2,310  |
| 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      |
| 0                              | 0      | 0      | 0      | 0      | 0      |
| 4. Equipment                   | 0      | 0      | 0      | 0      | 0      |
| 5. Library                     | 0      | 0      | 0      | 0      | 0      |
| 6. New or Renovated Space      | 0      | 0      | 0      | 0      | 0      |
| 7. Other Expenses              | 0      | 0      | 0      | 0      | 0      |
| TOTAL (Add 1 – 7)              | 8,910  | 8,910  | 8,910  | 8,910  | 8,910  |

**Narrative:**

1. Faculty: The faculty figure reflects three adjunct salaries and benefit multiplier (.35) required to teach the 9 credits of graduate AT courses (3 courses) in the final undergraduate summer prior to final matriculation into the MSAT program. The factor of FTE above considers .4 per adjunct. .

**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 minority populations. FSU is proud of our success in recruiting minority students to both the university and the current undergraduate AT program. 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 BS EXXS/MSAT program.

**Athletic Training Program Minority Student Enrollment Trends**

| <b>Cohort Year</b> | <b>Cohort Number</b> | <b>Number of Minorities</b> | <b>% Minority</b> |
|--------------------|----------------------|-----------------------------|-------------------|
| 2016               | 10                   | 4                           | 40%               |
| 2017               | 9                    | 5                           | 56%               |
| 2018               | 9                    | 3                           | 33%               |

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

P. Distance Education Program – N/A

## Appendix A

### Student Learning Outcomes: Crosswalk of BS EXSS Program Learning Outcomes with FSU Undergraduate Learning Goals, Curriculum and Key Assessments

| <b>BS EXSS Program Learning Outcomes</b><br>The EXSS BS Program learning outcomes require that students:   | <b>Frostburg State Undergraduate Learning Goals</b><br>The Frostburg State undergraduate student learning outcomes require that students:   | Course Examples  | Key Assessment for Overall Program   |
|--|---|--|--|
| Demonstrate a sound foundational knowledge and understanding of biological principles and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity and exercise.   | Liberal knowledge and skills of inquiry, critical thinking and synthesis: You will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. You will develop your abilities to practice higher-level critical thinking. | EXSS 401<br>EXSS 415<br>EXSS 405<br>EXSS 335<br>EXSS 330<br>EXSS 325<br>EXSS 300<br>EXSS 410<br>EXSS 411             | Practice Exams<br><br>ACSM/NSCA Exam Performance Scores  |
| Plan, administer, and evaluate wellness, fitness, and nutritional programs, based in sport, clinical, industrial, and/or corporate environments.   | Core skills: You will become proficient in reading, writing, speaking and listening. You will also develop quantitative literacy and technological fluency.   | EXSS 103<br>EXSS 200<br>EXSS 175<br>EXSS 115<br>EXSS 341<br>EXSS 435<br>EXSS 430<br>EXSS 341<br>EXSS 410<br>EXSS 411 | Practice Exams<br><br>ACSM/NSCA Exam Performance Scores<br><br>Preceptor Final Evaluation of Students<br><br>Clinical Site Evaluation                                  |
| Demonstrate requisite skills and abilities for meaningful employment in exercise science related areas or pursue graduate studies in an exercise science related area.<br><br>Demonstrate basic laboratory skills pertaining to assessments, laboratory methods, and clinical practices. | Acquisition and application of specialized knowledge: You will gain knowledge and skills appropriate both for your field of study and to enter into the professional sector and/or graduate school.   | EXSS 410<br>EXSS 411<br>EXSS 482<br>EXSS 305<br>EXSS 306   | Practice Exams<br><br>ACSM/NSCA Exam Performance Scores  |
| Demonstrate requisite skills and abilities for meaningful employment in exercise science related areas or pursue graduate studies in an exercise science related area.   | Values & social responsibility: You will critically explore, evaluate, and define your values and become a responsible citizen in a complex and changing society.   | EXSS 492<br>EXSS 495   | Practice Exams<br><br>ACSM/NSCA Exam Performance Scores<br><br>Future educational goals and objectives<br><br>Senior Portfolio<br><br>Senior Reflection/Exit Interview |
| Advocate for physically active lifestyles as a means to improve quality of life and  | Appreciation of cultural identities: You will gain insight into the ways cultural identities and experiences shape  | EXSS 303<br>EXSS 315   | Preceptor Final Evaluation of Students   |

|   |  |  |   |
|---|--|--|---|
| <p>reduce the risk and prevalence of lifestyle related diseases.</p> <p>Demonstrate knowledge of the importance and influence of physical activity, kinesiology, and nutrition, on health and wellness.</p> | <p>individual perspectives of the world and influence interactions with people from different backgrounds.</p> |  | <p>ACSM/NSCA student membership</p> <p>Senior Portfolio</p> <p>Senior Reflection/Exit Interview</p> |
|---|--|--|---|



## Appendix B

### Delivery of Student Learning Outcomes: Crosswalk of Program Learning Outcomes with CAATE Competencies, FSU Graduate Learning Goals and Curriculum

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

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| <p>Develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.</p> <p>Compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life.</p> | <p>Possess the ability to apply knowledge and solve sophisticated problems</p> | <p>ATTR 530<br/>ATTR 615<br/>ATTR 630<br/>ATTR 655<br/>ATTR 660<br/>ATTR 695<br/>ATTR 605<br/>ATTR 530</p> <p>CAATE<br/>Competencies: EBP,<br/>PHP, CE, AC, TI,<br/>PS, HA, PD</p> | <p>Clinical Education<br/>Competencies</p> <p>Clinical Education<br/>Mid-terms &amp; Final<br/>Evaluation</p> <p>Senior<br/>Presentations</p> |
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## Appendix C

### UNDERGRADUATE EXSS COURSE DESCRIPTIONS

#### **EXSS 103- Foundations of Exercise & Sport Science (3 credits)**

The study of both the history and philosophy of exercise and sport science. Emphasis placed on the sub-disciplines of athletic training and health/fitness. Variable.

#### **EXSS 115- Methods of Group Exercise Instruction (3 credits)**

Leadership and technical skills for a safe and effective group exercise programs. Variable.

#### **EXSS 175 - Foundations of Resistance Training (1 credit)**

An introduction to resistance training program design. Emphasis will be on proper exercise technique and functional progressions for a variety of body areas. Variable.

#### **EXSS 200- Nutrition (3 credits)**

Principles of nutrition. The effect of food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Variable.

#### **EXSS 303- Biomechanics for Exercise & Sport Science (3 credits)**

The study related to the sciences of human movement. The knowledge and methods of mechanics are applied to the structure and function of the living human organism. Variable. Prerequisite: BIOL 321.

#### **EXSS 305- Care & Prevention of Athletic Injuries (3 credits)**

This course is designed to be a basic introduction into the field of Athletic Training. It is meant to give a health/fitness or coaching student 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, basic life support and first aid will be covered. Variable. MSAT shared credits with ATTR 500.

#### **EXSS 306- Organization & Administration of Exercise & Sport Science (3 credits)**

Effective administration and management strategies in Health and Fitness. Human resource management, financial management, facility design and planning, client management issues, and legal liability issues addressed. Emphasis on Health Fitness and Personal Training Management. Variable. MSAT shared credits with ATTR 530.

#### **EXSS 315 - Nutrition for the Physically Active (3 credits)**

Advanced study in the science and application of nutrition for both the general population as well as the physically active. Variable. Prerequisites: EXSS 200.

#### **EXSS 401- Physiology of Exercise (3 credits)**

Exercise and the circulatory, respiratory and nervous systems; efficiency of muscular work; fatigue; age, sex and body type. Variable. Prerequisite: BIOL 322.

#### **EXSS 410- Advanced Strength Training (3 credits)**

The study of the principles and practices of advanced strength training. Emphasis on the practical

application of this knowledge to both athletic performance and a health / wellness setting. Variable. Prerequisite: EXSS 175 & 303.

**EXSS 411- Evaluation & Prescription in Fitness (3 credits)**

In depth examination of evaluation of and components applicable to the development of exercise programs. Variable. Prerequisite: EXSS 401.

**EXSS 435- Lifespan Health and Fitness (3 credits)**

An examination of factors that influence health and fitness across the lifespan including methods, services and resources to access and optimize the health and fitness of individuals and cohorts. Every semester. Variable.

**EXSS 341- Psychology of Physical Activity (3 credits)**

This course will introduce the multitude of concepts related to psychology and physical activity. Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological make up of an individual will be explored. Throughout the semester we will adapt a theory-to-practice approach. Within the approach, emphasis will be placed on theoretical models and research findings, but also on the practical relevance of that information. Variable. Prerequisite: PSYCH 150. MSAT shared credits with ATTR 645.

**EXSS 482- Field Experience in Seminar in Exercise & Sport Science (3 credit)**

Field experience in exercise & sport science. Sites of study may vary. Variable.

**EXSS 492- Seminar in Exercise & Sport Science (3 credits)**

A separately graded component of the Exercise & Sport Science Internship, required in conjunction with EXSS 495. This course will address worksite issues encountered during the internship experience. Variable. Co-requisite: EXSS495.

**EXSS 495- Internship in Seminar in Exercise & Sport Science (9 credits)**

Special work experiences related to the exercise & sport science academic program. Full-time students must register for a minimum of 9 credit hours of internship. Graded P/F. Exercise and Sport Science Capstone. Every semester. Co-requisite EXSS 492. Prerequisites: EXSS 410 and EXSS 411; completion of all prerequisite major coursework with a C or better in all major courses; senior status; attendance at informational meeting in semester prior to internship; submission of application during semester prior to internship. You cannot receive credit for an EXSS course and the same course previously labeled PHEC or HEED.

**Courses Required in Other Departments**

**BIOL 149- General Biology (4 credits)**

Biological principles and concepts. The life processes, development and relationship among organisms. Three hrs. lecture, 2 hrs. lab. Every semester. GEP Group C.

**BIOL 321 Anatomy & Physiology I (4 credits)**

Structure and function of the human body. Includes its organization, the musculoskeletal system and the nervous system. Two hrs. lecture and two 2-hr. labs. Fall. Not open to students who have credit for former BIOL 201. Prerequisite: BIOL 149.

**BIOL 322 Anatomy & Physiology II (4 credits)**

Structure and function of the human body. Includes the endocrine, circulatory, respiratory, digestive, excretory, and reproductive systems, and human development. Two hrs. lecture and two 2-hr. labs. Spring. Not open to students who have credit for former BIOL 202. Prerequisite: BIOL 321 or permission of instructor.

**MATH 109 -Elements of Applied Probability and Statistics (3 credits)**

For the non-math major; less rigorous than MATH 380. Elementary probability theory; collection, organization and analysis of data; descriptive statistics; the normal and binominal distributions; introduction to inferential statistics; and applications. Every semester. Prerequisite: a passing score on the Mathematics Placement test administered by the University or DVMT 095. **MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.**

**PSYC 150- General Psychology (3 credits)**

Introduction to the methodology, theories, and applications of the science of animal and human behavior. Every semester. GEP Group D.

**EXSS Electives- MSAT Students may choose 7 credits of electives from the following list:****CHEM 150- General, Organic, & Biochemistry (4 credits)**

Survey of key chemistry concepts in general, organic and biochemistry for non-science majors. Two hrs. lecture, two hours recitation and one 2-hr. lab. Math Level 1 required. GEP Group C.

**CHEM 201- General Chemistry I (4 credits)**

Atomic and molecular structure, theories of covalent and ionic bonding, chemical reactions, states of matter, gas laws, solutions, reaction rates, stoichiometry, and thermochemistry. Two hrs. lecture, 2 hrs. discussion and one 2-hr. lab. Every semester. You cannot earn credit for both CHEM 101 and 201. Prerequisites: C or better in CHEM 103 or placement at Chemistry Level 2 or higher and Math Level II or higher. Corequisite: MATH 102/119 or permission of instructor. GEP Group C. Note: For information on Chemistry Level placement, see Department Chair.

**CHEM 202 - General Chemistry II (4 credits)**

Acid-base concepts, equilibria, thermodynamics, electrochemistry, reaction rates, coordination compounds, and organic, nuclear, and descriptive chemistry. Three hrs. lecture, one 3-hr. lab. Every semester. You cannot earn credit for both CHEM 102 and 202. Prerequisites: CHEM 201 and MATH 102/119.

**EXSS 300- Advanced Human Nutrition**

This course is an assessment of in-depth study of macro- and micro nutrition digestion, including absorption, metabolism, excretion, inter-relationships, and requirements in normal individuals; effects of processing and technological alterations on nutritional quality of food and the bioavailability of nutrients. Variable. Prerequisite: EXSS 200

**EXSS 330 Exercise Epidemiology (3 credits)**

This course is designed to provide understanding of how leisure-time physical activity can be effectively promoted to enhance people's longevity and quality of life. The course is designed for

upper-level undergraduates who are being introduced to exercise epidemiology for the first time. Variable.

**EXSS 430 Training for Peak Performance (3 credits)**

The study of High-Performance Training Techniques in order to improve human performance measures. Emphasis is on functional movement patterns, corrective exercise, and improvements in athletic performance. Variable. Prerequisites: EXSS 303 and EXSS 401.

**BUAD 100- Introduction to Business (3 credits)**

Introduction to the internal and external environment of contemporary business and a survey of basic concepts, principles, and practices of business organizations. Basic business terminology and concepts for beginning students seeking an introduction to the business world or assistance in making career decisions. Variable.

**MGMT 315- New Business Ventures (3 credits)**

Examines the problems and challenges of creating and managing a small business. Emphasis on the development and implementation of a business idea, and the practical aspects of starting and managing a small business and its functional components: finance, accounting, management and marketing. Variable.

**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 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 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 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. Lecture. Spring online MSAT only



