

Master of Science in Athletic Training (MSAT)

Submitted by

Department of Sports Medicine and Athletic Training

January 2012

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Executive Summary

Missouri State University has been educating and producing quality undergraduate athletic training students since 1979. The undergraduate Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Missouri State University's ATEP graduates consistently score well above the national average on the Board of Certification Examination. This past year program graduates' had an 88.9% first time pass rate (100% second attempt pass rate). The national average first time pass rate was 43.3%. The vast majority of the Bachelor of Science in Athletic Training (BSAT) graduates work in the athletic training field after completing a master's degree. Upon completion of their graduate program, a large percentage of the MSU graduates return to work in Missouri.

There are many factors (immediate and forthcoming) driving the proposal for the Masters of Science in Athletic Training. Four major factors include the alignment of the program with the University's mission and strategic initiatives, the support of the local sports medicine community, current lack of NATA-accredited graduate athletic training education programs in the region and in the US, and future direction of the athletic training profession.

University's mission and strategic initiatives

Missouri State University strives to develop ethical leaders who are culturally aware and engaged in their communities. The proposed athletic training master's program also strives to meet these goals through the concept of Acquire, Apply, and Advance. The program will provide students with the opportunity to acquire new knowledge in the area of leadership and advanced orthopedic rehabilitation, apply this knowledge in a number of diverse settings within the community, and advance their own knowledge, their patient's health and quality of life, and the profession of athletic training.

This proposal specifically assists the University in meeting its strategic objective of strengthening graduate programs and enhancing graduate student success. Goal one: continue to strengthen the graduate curriculum with the aim of producing graduates meeting needs for a highly-skilled workforce.

Local sports medicine community support

Members of the local sports medicine community - such as St. John's Sports Medicine, Missouri State University, Drury University Athletics, Springfield Public Schools, and several local high school athletic departments - have supported the undergraduate athletic training program for many years. The physicians and athletic trainers within these organizations are strong proponents for the master's program proposal. St. John's (Mercy) Sports Medicine Department has pledged funding for 2 graduate assistantships. In addition, St. John's physicians and Athletic Trainers have volunteered to assist with curriculum development and guest lecturing within the curriculum. MSU Athletics will also fund 2-3 graduate assistantships. These assistantships will provide financial assistance for students in the program and allow the program to compete with the other 16 accredited athletic training education programs in the US for the top students.

Lack of programs in region and US

Currently there are only 16 accredited post-professional masters in athletic training programs in the US. The three closest programs to Springfield, MO are Illinois State University (387 miles), Indiana State University (388 miles) and Indiana University (446 miles). Due to the small number of accredited programs, less than 10% of newly graduated athletic training students are able to continue their education directly in their chosen field.

Nationally, over 70% of athletic trainers possess a master's degree as it is required of many athletic training positions. Based on the results of a survey completed by the SMAT department in early 2010, undergraduate athletic training educators throughout Missouri indicated the majority of their graduates obtain a master's degree. They also noted that an average of 37.5% (range 25% - 75%) of graduates attended an out-of-state institution in order to obtain a master's in athletic training. Students who remain in-state do not have the option of a master's in athletic training.

Future direction of AT profession

The athletic training profession has significantly changed and grown over the past 20 years. As a result, athletic training education has undergone significant changes and growth. At one time, the educational requirements for athletic training education programs were minimal and could be taught easily as a minor, emphasis tract, or as a part of another major. With changes in athletic training education, it now requires a comprehensive major and accreditation of the athletic training education program. Although the required courses and clinical experiences can still be managed within an undergraduate program, it is becoming more difficult to provide the necessary learning opportunities within the undergraduate model. This is partly due to the prerequisite coursework needed for the majority of the core athletic training classes and the feasibility of teaching an allied health care profession at the undergraduate level. Many similar allied health care professions (physical therapy, physician assistant, etc) have moved their entry-level (professional) education programs to the graduate level. This has been an ongoing topic of discussion within the athletic training profession as well. Maintaining the strong undergraduate entry-level ATEP and developing an advanced clinical post-professional master's program at MSU will allow the department to be proactive rather than reactive when entry-level education of athletic trainers is moved to the master's level. Concurrent undergraduate entry-level and graduate post-professional athletic training education programs will also benefit both of the programs, the students, and faculty in the interim.

The proposed MSAT will begin in fall 2012 and consist of 36 credit hours that can be completed in 2 academic years. The program will be offered in a manner to allow program student's to continue developing their clinical skills while working as a graduate assistant athletic trainer with the University, St. John's Sports Medicine, or other possible employers. In addition it will allow athletic trainers working locally the ability to obtain a master's degree while continuing their current employment. The program is ideally designed as a full-time cohort model but could be completed on a part-time basis.

The MSAT is designed to prepare certified athletic trainers to function in advanced athletic training roles within an evolving health care delivery system. The program's points of distinctiveness include advanced clinical skills in orthopedic rehabilitation and athletic training leadership. By the very nature of the profession and by the design of the program, the MSAT is consistent with the Public Affairs Mission of Missouri State University.

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Missouri State University

Program Title: Post-Professional Athletic Training Program

Degree/Certificate: Master of Science in Athletic Training

Options: _____

Delivery Site(s): Missouri State University, Main Campus – Springfield, Mo

CIP Classification: Athletic Trainer 51.0913 (Please provide a CIP code)

Implementation Date: Fall 2012

Cooperative Partners: None

Expected Date of First Graduation: Spring 2014

AUTHORIZATION

Frank Einhellig 1/31/12

Dr. Frank Einhellig, Interim Provost Signature

Date

Dr. Tona Hetzler
Person to Contact for More Information

(417)836-8553
Telephone

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Summary of Need:

Missouri State University proposes to offer a master's degree program in athletic training (MSAT). The program will be the only post-professional athletic training education program in Missouri. The closest accredited program is located 387 miles from Springfield, MO at Illinois State University.

Missouri State University's Sports Medicine and Athletic Training Department has been educating athletic training students at the undergraduate level since 1979. As the first accredited athletic training education program in Missouri (and one of the first in the US), the undergraduate program has a strong history of producing well-qualified, highly employable students. The program enjoys a favorable reputation within the state of Missouri and the athletic training profession. The proposed master's program will build on the same principles that have made the undergraduate program so successful. While the foundation of the programs will be the same, the post-professional graduate program will be focused on specific areas and development of advanced specialized skills. Specific outcomes of the graduate program will include advanced clinical competence in the following areas: orthopedic rehabilitation, movement pattern dysfunctions, manual therapies, clinical decision making, critical thinking, athletic training leadership and administration, athletic training profession involvement and advancement, community engagement to improve health care and quality of life, evidence-based practice and research. The MSAT program is designed to produce graduates with the knowledge and skills needed to succeed and assume leadership roles in the dynamic fields of medicine and allied health. The graduates of this program will have leadership, research, and clinical skills. The graduates will be able to effectively work and communicate with other professionals in health care. Graduates will be equipped with strong problem-solving and analytical skills allowing them to provide excellent patient care. Graduates will be well positioned to seek employment in any athletic training settings (hospital, clinic, high school, college, professional sports, industrial, military, etc).

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

Form SE

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	10	12	12	15	15
Part Time	0	0	0	0	0
Total	10	22	24	27	30

The above numbers are based on responses provided by current Missouri State University athletic training students (A), Missouri State University ATEP alumni (B), and program directors within the state of Missouri (C). Additionally, the current number of undergraduate programs versus number of graduate programs in conjunction with number of students interested in a graduate athletic training program was considered (D). The final determining factor for enrollment projections is the capacity of the program.

**(A) Responses provided by current Missouri State University
Athletic Training Students N = 10**

After graduating from the MSU ATEP, do you plan to obtain a master's degree or higher?	9 Yes 1 No
If yes, what area do you plan to complete your master's in?	7 Athletic Training 4 Related Area 3 PT, PA, OT, MD
If MSU offered a post-professional MS in AT would you consider applying?	8 Yes 2 No

**(B) Responses provided by Missouri State University
ATEP Alumni N = 17**

After graduating from the MSU ATEP, did you obtain a master's degree or higher?	15 Yes 2 No
If yes, what area do you plan to complete your master's in?	1 Athletic Training 9 Other 4 Related Area 2 PT, PA, OT, MD
If MSU had offered a post-professional MS in AT when you graduated would you have considered applying?	8 Yes 9 No
If MSU offered a post-professional MS in AT would you encourage undergraduate students that you work with to attend?	14 Yes 3 No
Do you think MSU should offer a post-professional MS in AT?	16 Yes 1 No

(C) Undergraduate Athletic Training Education Programs in Missouri

School	BSAT Graduates per year			Avg. % of program's graduates earning masters degrees		
	2010	2011 (est)	2012 (est)	All Master's including MSAT	Masters in Athletic Training	Interested in MSU MSAT*
Missouri State University	9	9	15	95%	25%	3-5
Central Methodist University						no response
Culver-Stockton College	5	5	8	75%	5	1-2
Lindenwood University	15	10	18	75%		most
Missouri Valley College	3	7	9	90%	25%	many
Park University	10	4	15	100%		2-3
Southeast Missouri State Univ	6	5	9	75%	50%	2-3
Southwest Baptist University						no response
Truman State University	2	4	5	90%	25%	1
University of Central Missouri	8	8	8	75-80%		2-3
William Woods University	2	4	5	50%		1-2
Averages	6.67	6.2	10.2	82%	37.50%	Total = 12-19+

*Number of programs' graduates per year as reported in program director survey that would be interested in attending a post-professional masters AT program at MSU

(D) Undergraduate programs in contiguous states and total programs in US.

State	# of programs in state
Arkansas	7
Illinois	14
Iowa	13
Kansas	14
Kentucky	3
Nebraska	5
Oklahoma	5
Tennessee	11
Total number of programs in US	367

ii Will enrollment be capped in the future?

Yes, accreditation standards, clinical experiences, available graduate assistantships, and number of faculty to assist with thesis and teach the courses will require the program to cap enrollment. With the current resources, each admitted cohort will be limited to 15 students per year.

B. Market Demand

Athletic trainers are highly educated. Over 70 percent of ATC credential holders have a master's degree or higher advanced degree. However, the number of students graduating from an accredited post-professional athletic training program in 2005 was less than 7% of the number of candidates taking the Board of Certification examination for the first time in 2005. This number has remained extremely low over the past five years. It has only been in the recent past (5-7 years) that programs offering a masters degree in athletic training have become an option for athletic trainers wishing to advance their clinical skills specifically in the profession of athletic training. Prior to these master's degrees specifically in the area of athletic training, athletic trainers wishing to obtain a master's degree would do so in a related field. As graduates from the athletic training master's degree have started entering the work force, employers have begun to see the benefits of hiring individuals graduating with a master's degree in athletic training over an athletic trainer with a master's degree in a related field. Some benefits noted include: 1) a stronger discipline-specific knowledge base, 2) a proficiency with cognitive/reflection inquiry, 3) an advanced research knowledge and skills which is a key factor in advancing the profession and practicing evidence-based health care, 4) a more mature and confident employee. While we only received a 50% response rate (3 out of the 6 major hiring organizations completed all questions on the needs assessment), the results from the local employee organizations support this national trend. One hundred percent (100%) of the respondents (33.3% agree; 66.7% strong agree) indicated they would prefer to employ an athletic trainer with a master's degree or higher in athletic training. A representative sample of the employers qualitative responses are provided below.

Based on the desire of employers preferring to hire individuals with a master's degree or higher in athletic training, it is logical to assume that student interest and demand for post-professional athletic training programs will increase. Even if an increase is not seen, currently there are not enough programs to educate the interested students. There are 367 ATEP in the US, on average an undergraduate athletic training program graduates 8 students each year (n=2,936 graduates per year). Utilizing the current national average of 70% of all athletic trainers obtain a master's degree, it is reasonable to estimate that 2,000 of those

students will elect to obtain a master's degree. Granted not all graduates will pursue a master's in athletic training, but even with a conservative estimate of only 15% of them wishing to obtain a master's degree in Athletic Training means over 400 students each year will be looking for a post-professional athletic training master's program. On average, the 16 current accredited post-professional programs admit 12 students per year (192 admitted students)

The following information relative to Athletic Training comes directly from:

Bureau of Labor Statistics Occupational Outlook Handbook, 2010-11 Edition

- Employment of athletic trainers is projected to grow 37 percent from 2008 to 2018, much faster than the average for all occupations, because of their role in preventing injuries and reducing healthcare costs. Job growth will be concentrated in the healthcare industry, including hospitals and offices of health practitioners. Fitness and recreation sports centers also will provide new jobs, as these establishments grow and continue to need additional athletic trainers to provide support for their clients. Growth in positions with sports teams will be somewhat slower, however, as most professional sports clubs and colleges and universities already have complete athletic training staffs.
- This occupation is expected to continue to change over the next decade, including more administrative responsibilities, adapting to new technology, and working with larger populations, and job seekers must be prepared to adapt to these changes.
- The demand for healthcare, with an emphasis on preventive care, should grow as the population ages and as a way to reduce healthcare costs. Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in an office or other setting.
- In some states there are efforts underway to have an athletic trainer in every high school to work with student-athletes, which would dramatically increase the number of athletic trainers employed in high schools. In addition, as more young athletes specialize in certain sports, there is increasing demand for athletic trainers to deal with repetitive stress injuries.
- As athletic trainers continue to expand their services, more employers are expected to use these workers to reduce healthcare costs by preventing work-related injuries. Athletic trainers can help prevent injuries and provide immediate treatment for many injuries that do occur. For example, athletic trainers may be hired to increase the fitness and performance of police and firefighters.
- There also are opportunities for athletic trainers to join the military, although they would not be classified as an athletic trainer. Enlisted soldiers and officers who are athletic trainers are usually as health educator or training specialist, areas in which their knowledge and skills are used.

Projections Data

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
				Number	Percent		
Athletic trainers	29-9091	16,300	22,400	6,000	37	[PDF]	[XLS]

The following is from U.S. News and World Report –

Best Careers 2011: Healthcare Jobs

Helping care for an aging baby boomer population is a sure way to land a steady paycheck - By ALEXIS GRANT - Posted: December 6, 2010

Healthcare continues to offer excellent opportunities for job seekers, and not only positions that require a medical degree. Occupations that call for fewer years of study and offer more moderate salaries—like physical therapist assistant and lab technician—are also in demand. Many of the occupations on this list rank at the top of the Labor Department's growth projections for 2008 to 2018, largely because millions of aging baby boomers will continue to place heightened demand on healthcare providers.

Additions to this year's list include massage therapist and athletic trainer, both rooted in preventative medicine. Veterinarians are also very much in demand.

Our picks in the healthcare category this year: Athletic trainer, Dental hygienist, Lab technician, Massage therapist, Occupational therapist, Optometrist, Physician assistant, Physical therapist, Physical therapist assistant, Radiologic technologist, Registered nurse, School psychologist, Veterinarian

(<http://money.usnews.com/money/careers/articles/2010/12/06/the-50-best-careers-of-2011?PageNr=3>)

Athletic Training is included in the report on Missouri's Hot Jobs 2008-2018
([http://www.dese.mo.gov/divcareered/documents/MCE Missouri Hot Jobs 2008-2018.pdf](http://www.dese.mo.gov/divcareered/documents/MCE_Missouri_Hot_Jobs_2008-2018.pdf)).

C. Societal Need:

- i. General needs which are not directly related to employment

Health Care Needs: While there are many documented health benefits of increased physical activity, it is also well documented that those who participate in athletics or other physical activity are at a higher risk for sports-related injuries. Considering there are an estimated 2 million injuries among just high school athletes each year, it is fair to say there is no shortage of injuries requiring the attention of an athletic trainer. In addition to the need for athletic trainers to care for the physically active patient, there is also the need for athletic trainers to prevent injuries. Prevention is the first domain of the athletic training profession. Through

proper prevention strategies, many injuries can be avoided, which will save the patient the pain of the injury and the financial cost associated with the injury. As the baby boomers age and continue to remain active the population in need of athletic trainer services continues to expand. Many of these baby boomers will remain active or become active in recreation activities, spas, resorts and other types of activities

Need for advanced educational opportunities: With the rapid changes and advances being made in medicine, short half life of knowledge, requirement for evidence-based practice in health care, it is vital that students preparing to enter the health care field obtain advanced education that is current and based on the latest evidence. The Masters of Science in Athletic Training degree program will provide students with this needed training.

Information collected from the accredited post-professional AT masters programs indicated there is a need for additional programs. Each program stated that they consistently have more applicants than available spots (mean = 12, mode = 10, range = 5-21) in their program. The program directors of these schools stated that each year they turn away between 5 and 20 qualified applicants due to program capacity limits.

D. Methodology used to determine "B" and "C" above.

The department utilized Needs Assessment Surveys sent to undergraduate athletic training program directors in Missouri, individuals that employ athletic trainers in Missouri, current undergraduate athletic training students at Missouri State University, and alumni of the undergraduate athletic training program at Missouri State University. Additional feedback was gathered from the 16 existing accredited post professional athletic training master's programs, athletic trainers working in the Springfield area, program external consultation report (2006), and the Bureau of Labor Statistics Occupational Outlook Handbook, 2010-11 Edition

All of these sources indicate that we can confidently anticipate approximately 24 -32 applicants each year. This number exceeds our program capacity of 12-15 each year. The tables provided under the student demand section (A-D) provide more details on the summary survey responses. The narrative comments below are representative responses from the program directors and employer responses.

Narrative Comments from Athletic Training Needs Assessment:

How would students completing undergraduate athletic training education program in the state of Missouri benefit from a post-professional graduate ATEP offered at Missouri State University?

"With the programs proposed focus specific to rehabilitation it will afford a specialization that no other institution in the Midwest provides. The growth potential is extremely exciting and progressive minded athletic training students would be overwhelmingly interested." Employer

"It would provide athletic trainers the needed opportunity for to continue their education in a quality program that caters to athletic trainers." Program Director

How would your city and surrounding community benefit from a post-professional graduate ATEP offered at Missouri State University?

"Would provide the only option in the Midwest region affording local students to stay in SW Missouri but also include residents from other areas of the state of Missouri and the Midwest to attend MSU that want to add specialization to their career preparation. In turn those students might be afforded the opportunity to start and continue their career her in SW Missouri." Employer

How would the state of Missouri benefit from a post-professional graduate ATEP offered at Missouri State University?

"...a graduate program at MSU would draw many undergraduate students and bring-in additional students from out-of-state" Employer

"It would afford us the recognition within the AT profession as an educationally aggressive and progressive state " Program Director

- 2. Duplication and Collaboration:** If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

There are no post-professional athletic training master programs in the state of Missouri. Currently there are only 16 accredited post-professional athletic training master programs in the United States. The three closest programs to Springfield, MO are Illinois State University (387 miles), Indiana State University (388 miles) and Indiana University (446 miles)

Does delivery of the program involve a collaborative effort with any external institution or organization?

The program will not collaborate with any other institutions of higher education on the new program, but will continue to collaborate with St. Johns Health System for the clinical component of the program.

3. PROGRAM STRUCTURE

A. Total credits required for graduation: _____ 36 _____

B. Residency requirements, if any: _____ N/A _____

C. General education: Total credits: _____ N/A _____

D. Major requirements: Total credits: _____ 33-36 _____

Course	Hours
ATC 612 Functional Anatomy	2 hrs
ATC 620 Leadership Concepts in Athletic Training	3 hrs
ATC 632 Manual Therapy Techniques	2 hrs
ATC 710 Seminar in Athletic Training (3 courses, 1 hour each)	3 hrs
ATC 723 Movement Pattern Assessment	3 hrs

ATC 732 Advanced AT Research	2 hrs
ATC 733 Corrective Exercise Techniques	3 hrs
ATC 743 Advanced Therapeutic Interventions	3 hrs
BMS 707/PTE 707 Medical Human Anatomy	6 hrs
PSY 627 Multivariate Statistical Methods for the Behavioral Sciences	3 hrs
Sub-total	30
ATC 797 Non-thesis project OR	3 hrs
OR	
ATC 799 Thesis	6 hrs
Total	33-36 hrs

E. Free elective credits: ___If non-thesis track, then 3 elective hours required; if thesis track no additional hours required. ____ (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Completion of a thesis or a non-thesis approved by the advisor or Thesis committee
Thesis Option Six credit hours in ATC 799 Thesis will count toward the degree. A formal oral presentation and defense of the thesis is required. The thesis must be approved by the student's Advisory Committee and the Dean of the Graduate College before the degree is granted.

Non-thesis Project Option Three credit hours in ATC 797 Non-thesis Project will count toward a degree. A formal oral presentation of the project is required. The seminar paper must be approved by the student's Advisor and the Dean of the Graduate College before the degree is granted.

G. Any unique features such as interdepartmental cooperation:

In order to offer the program as efficiently as possible, the program will utilize a cadaver anatomy lab course (Biomedical Sciences and Physical Therapy Departments) and statistics course (Psychology Department) already offered within the College of Health and Human Services.

4. FINANCIAL PROJECTIONS: See Form FP at end of proposal

5. PROGRAM CHARACTERISTICS and PERFORMANCE GOALS:

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Completed applications will be reviewed beginning February 1st for admission the following fall, and will continue until the class is filled.

To be considered for admission to the MSAT program, a prospective student must apply to both the Department of Sports Medicine and Athletic Training graduate program and the Graduate College. See admission processes and requirements in Graduate College section of this catalog.

FULL ADMISSION TO THE MSAT PROGRAM

Full admission to the MS AT will be based on:

1. Acceptance into the Graduate College at Missouri State University;
2. Submission of an application to the graduate program in Sports Medicine and Athletic Training;
3. A one-page essay that addresses the applicant's professional career goals and how the MSAT program will help accomplish these goals;
4. A cumulative GPA of no less than 3.00 on a 4.00 scale in the last 60 hours of college course work attempted. Consideration may also be given to an applicant whose GPA falls below the minimum if a strong GRE score has been earned or if other evidence of potential for academic success in graduate education can be presented. Graduate work will be considered on an individual basis;
5. Submission of Graduate Record Examination (GRE) scores. A minimum combined score of 1,000 (or equivalent) in the verbal and quantitative sections of the GRE (at least 400 on verbal and 400 on quantitative) is required for admission. Consideration may also be given to an applicant with a lower score if a strong undergraduate grade point average has been earned or if other evidence of adequate academic potential can be presented;
6. BOC certification, eligible for the BOC or an equivalent athletic training credential (e.g., Canadian Certified Athletic Therapist);
7. Licensure as an Athletic Trainer in good standing in Missouri or eligible for licensure in Missouri;
8. A baccalaureate degree from an accredited college or university— including a Statistical Methods course (PSY 200 or equivalent);
9. Evidence of current physical examination including a TB skin test or chest X-ray. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, and a complete Hepatitis B series);
10. Provide evidence of current professional liability insurance*this is required if a student is practicing as an ATC while in school and is NOT covered by an employer's liability insurance. Clinical experiences required as part of the curriculum are covered by a university insurance policy;
11. Provide evidence of current Professional Rescuer and AED certification (must meet BOC requirements);
12. Applicants must have the capacity for performance of the technical functions and tasks required of an athletic trainer;
13. Students will be required to initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMO or other disqualifications that would prohibit

- licensure as an Athletic Trainer. *Students who fail these checks or procedures will be subject to further review by the Department of Sports Medicine and Athletic Training. This may result in dismissal from the MSAT program;
14. The National Athletic Trainers' Association has a Professional Code of Ethical Conduct. All athletic training students will adhere to this Code and respect the rights and dignity of all individuals.

Students with complete application materials for full admission will be reviewed by the Department of Sports Medicine and Athletic Training Department. Selection of students for the MSAT program is selective and competitive due to limited resources. Students who are not accepted into the program may apply for the next application deadline.

- Characteristics of a specific population to be served, if applicable.

Certified Athletic Trainers that wish to pursue a master's degree from a post-professional athletic training master's program to further their clinical skills and progression their professional development in athletic training will be the prominent population served. Other allied health care professionals interested in gaining a foundation in sports medicine/athletic training orthopedic rehabilitation would also benefit from the majority of the courses within this program

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty and instructors teaching the ATC specific courses within this program must be a certified athletic trainer (ATC) or other appropriately credentialed health care professional (i.e. DO, MD, NP, OTC, PA, PT, etc.).

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

One hundred percent of the ATC core courses will be assigned to full time faculty and instructors. In a situation where a particular credential or set of knowledge is required that a current full time faculty member does not possess, the clinical supervisors (CIs) associated with our program (ATC, PT, MD, DO, PA, etc.) will be utilized to teach, co-teach, or provide guest lectures on the content specific knowledge.

- Expectations for professional activities, special student contact, teaching/learning innovation.

All faculty members will continue to be involved with the athletic training profession at the local, district, and national level. This involvement includes attending professional development activities; attending and presenting at state, district, and national conferences; conducting and publishing research; providing athletic training services at the local, district, national and international levels; and providing leadership to the National Athletic Trainers' Association. Faculty members will have contact with

students in the classroom, at clinical sites, and through independent and group research projects.

Teaching/learning innovations will include traditional didactic methods, clinical education, clinical practice, case studies, hands-on learning, research project, individual and group based projects, as well as many other techniques the faculty and clinical supervisors elect to utilize.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

The program will be set-up as a two year cohort model. Based on the current number of faculty and potential number of local clinicians/health care providers the program could utilize to support the teaching and research of this program, it is estimated that in five years there will be approximately 30 students majoring in the program. The program will have some flexibility built into the curriculum to allow individuals to complete the program in a part-time manner. However, due to the nature of the profession we anticipate most individuals will elect to complete the program as a full-time student so we anticipate a small number of part-time students (approximately 1-2 in a given year).

- Percent of full time and part time enrollment by the end of five years.

Ninety percent or higher of students enrolled in the program will be full time students. It is anticipated that less than 10 percent of student enrollment will come from part-time students.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation

3 years: 12; 5 years: 15; Numbers based a cohort model, current number of faculty, and accreditation requirements.

- Special skills specific to the program.

Students admitted into the MSAT will already hold the Certified Athletic Trainer credential or a closely related health care profession credential. The MSAT will capitalize on the entry level skills these students' possess and will focus on enhancing or developing the following skills: orthopedic rehabilitation, clinical decision making, critical thinking, leadership (broadly defined), professionalism, professional involvement, research, and evidence-based practice.

- Proportion of students who will achieve licensing, certification, or registration.

As this program is a post-professional athletic training master's program, the majority (if not all) of students completing the program will already be certified athletic trainers (ATC) which is a national certification overseen by the Board of Certification (BOC). In

the state of Missouri, all practicing certified athletic trainers must be licensed. Therefore, all students wishing to obtain a graduate assistantship and/or work clinically while enrolled in the program will be required to be licensed. Students who have earned the national ATC credential are eligible to become licensed in the state of Missouri by completing a background check and licensing forms

Knowledge gained from classes and clinical experiences will strengthen each student's ability to successfully complete a number of different credentials (i.e. Hardstyle Kettlebell Certification (HKC), Functional Movement Screen Certified Exercise Professional (FMS), Performance Enhancement Specialist (PES), Certified Strength and Conditioning Specialist (CSCS). These credentials are not a requirement of the program but an added opportunity should the student elect to obtain one or all of these certifications. Holding one or all of these credentials will enhance the students' application when applying for most athletic training positions.

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used

Not applicable to the Post-professional Athletic Training Master's Degree.

- Placement rates in related fields, in other fields, unemployed.

Based on placement rates of the other 16 accredited Post-professional Athletic Training Master programs, students completing this program will seek and obtain employment within the athletic training profession. A few (on average less than 20%) will seek employment or additional education in a related health care field (PT, PA, or Medical School). It is very rare for a student to complete a Post-professional AT Master's program and seek employment in a field not related to the athletic training field. It is also rare for a student to be unemployed (unless they are very selective or possibly unwilling to relocate) after completing this type of program.

- Transfer rates, continuous study

It is atypical for a student admitted into a Post-professional Athletic Training Master's Degree to transfer as the programs are all traditionally set up in a cohort model. Additionally, each accredited post-professional AT master's program is required to have a specific point of distinctiveness; this distinctiveness makes it very difficult for a student to transfer from another program or from another field of study.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

A post-professional athletic training master's program is not required to be accredited. However, Missouri State University and the Sports Medicine and Athletic Training Department recognize the value of specialized accreditation so the program will seek accreditation from the National Athletic Trainers' Association (Professional Education Committee). The Standards and Guidelines for Post-Certification Graduate Athletic Training Education Programs outline the timeline and process a program must follow to be considered for accreditation. A general outline of the timeline is presented below:

- Completed - A program director must be appointed at least one year prior to program implementation and at least 2 years prior to program accreditation.
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- Fall 2014 or Spring 2015 (depends on NATAPEC meeting schedule) - Accreditation decision.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

It is expected that all alumni will be satisfied to completely satisfied with their experience and knowledge gained from the program. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. All students will complete an exit interview at time of graduation. Alumni will be surveyed at 6 months, 1.5 years and 3 years post-graduation. Additionally, alumni that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

- Expected satisfaction rates for employers, including timing and method of surveys

It is expected that all employers will indicate a rating of satisfied to completely satisfied with program alumni that they hire. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. All employers will be asked to complete an on-line survey relating to the program alumni hire 6 months and 1.5 years after hiring. Additionally, employers that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

6. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

We will seek National Athletic Trainers' Association Post-Professional Athletic Training Education Programs Accreditation. We will seek this accreditation for a variety of reasons including:

- i. This is the only accrediting body for post-professional athletic training programs and having this accreditation signifies our program has undergone a thorough external review and has been deemed a high quality program. Currently there are only 16 accredited programs in the US and none in Missouri
- ii. Our proposed program is in alignment with the principles and philosophy (listed below) of post-professional graduate athletic training education

1. Mastery of subject matter. Graduate education facilitates mastery over the content and skills of the discipline at a level appropriate to the degree sought
2. Critical thinking. Graduate education develops and refines critical thinking skills including a thorough knowledge of the assumptions of the discipline and an understanding of viable alternative assumptions.
3. Theoretical understanding. Graduate education provides an understanding of the theoretical bases of the field of study by grounding application and performance in theory.
4. Proficiency in research and/or creative activities. Graduate education develops proficiencies that advance the knowledge and activities of the discipline. These proficiencies include good writing skills as well as the ability to present original insights and creative expressions.
5. Service orientation. Graduate education instills responsibility to return the special benefits of graduate study to the larger community.
6. Diverse representation of perspectives. Graduate education provides for intellectually and culturally rich encounters within the discipline. Study and inquiry are conducted in a context sensitive to ethnic and cultural diversity.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Missouri State University is a public, comprehensive university system with a mission in public affairs, whose purpose is to develop educated persons while achieving five goals: democratizing society, incubating new ideas, imagining Missouri's future, making Missouri's future, and modeling ethical and effective behavior.

The University has clearly defined The Public Affairs Mission with learning outcomes of: Community Engagement, Cultural Competence, and Ethical Leadership. The proposed Masters of Science in Athletic Training degree program fits very naturally into this public affairs mission and the University's long range goals.

The university is located in an ideal location to serve not only residence of Missouri but several surrounding states. This is especially true in light of the fact that the 2 closest accredited programs are located in Normal, IL and Terre Haute, IN (387/388 miles northeast of Springfield, Missouri). There are no accredited post-professional athletic training programs in Arkansas, Oklahoma, Kansas, Nebraska, or Iowa.

Furthermore, the University has other accredited health programs that add to the quality of the program. With the Sports Medicine and Athletic Training Department being housed in the College of Health and Human Services there are a number of opportunities for collaboration with the other accredited health programs. For example, the Biomedical Science department hosts a cadaver lab for the cadaver anatomy lab course; many

faculty within the College (and University) are open to collaborative and interdisciplinary research projects and/or serving on thesis committees

Individual forms begin on next page:

- Form SE
- Form PS
- Form FP
- Form PG



Building Missouri's future...by Degrees

Form SE: STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	10	12	12	15	15
Part Time	0	0	0	0	0
Total	10	22	24	27	30



Building Missouri's future...by Degrees

For PS: PROGRAM STRUCTURE

- A. Total credits required for graduation: _____ 36 _____
- B. Residency requirements, if any: _____ N/A _____
- C. General education: Total credits: _____ N/A _____
- D. Major requirements: Total credits: _____ 33-36 _____

Course	Hours
ATC 612 Functional Anatomy	2 hrs
ATC 620 Leadership Concepts in Athletic Training	3 hrs
ATC 632 Manual Therapy Techniques	2 hrs
ATC 710 Seminar in Athletic Training (3 courses, 1 hour each)	3 hrs
ATC 723 Movement Pattern Assessment	3 hrs
ATC 732 Advanced AT Research	2 hrs
ATC 733 Corrective Exercise Techniques	3 hrs
ATC 743 Advanced Therapeutic Interventions	3 hrs
BMS 707/PTE 707 Medical Human Anatomy	6 hrs
PSY 627 Multivariate Statistical Methods for the Behavioral Sciences	3 hrs
Sub-total	30
ATC 797 Non-thesis project OR	3 hrs
OR	
ATC 799 Thesis	6 hrs
Total	33-36
	hrs.

E Free elective credits: ___If non-thesis track, then 3 elective hours required; if thesis track no additional hours required. ____ (Sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:

Completion of a thesis or a non-thesis approved by the advisor or Thesis committee
Thesis Option. Six credit hours in ATC 799 Thesis will count toward the degree. A formal oral presentation and defense of the thesis is required. The thesis must be approved by the student's Advisory Committee and the Dean of the Graduate College before the degree is granted.
Non-thesis Project Option. Three credit hours in ATC 797 Non-thesis Project will count toward a degree. A formal oral presentation of the project is required. The seminar paper

must be approved by the student's Advisor and the Dean of the Graduate College before the degree is granted

G. Any unique features such as interdepartmental cooperation:

In order to offer the program as efficiently as possible, the program will utilize a cadaver anatomy lab course (Biomedical Sciences and Physical Therapy Departments) and statistics course (Psychology Department) already offered within the College of Health and Human Services.



Building Missouri's future...by Degrees

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: __Missouri State University_____

Program Name: __Post-Professional Athletic Training Master's Degree Program_____

Date __January, 2012_____

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required

Completed applications will be reviewed beginning February 1st for admission the following fall, and will continue until the class is filled.

To be considered for admission to the MSAT program, a prospective student must apply to both the Department of Sports Medicine and Athletic Training graduate program and the Graduate College. See admission processes and requirements in Graduate College section of this catalog.

FULL ADMISSION TO THE MSAT PROGRAM

Full admission to the MS AT will be based on:

- 15 Acceptance into the Graduate College at Missouri State University;
- 16 Submission of an application to the graduate program in Sports Medicine and Athletic Training;
- 17 A one-page essay that addresses the applicant's professional career goals and how the MSAT program will help accomplish these goals;
- 18 A cumulative GPA of no less than 3.00 on a 4.00 scale in the last 60 hours of college course work attempted. Consideration may also be given to an applicant whose GPA falls below the minimum if a strong GRE score has been earned or if other evidence of potential for academic success in graduate education can be presented. Graduate work will be considered on an individual basis;
- 19 Submission of Graduate Record Examination (GRE) scores. A minimum combined score of 1,000 (or equivalent) in the verbal and quantitative sections of the GRE (at least 400 on verbal and 400 on quantitative) is required for admission. Consideration may also be given to an applicant with a lower score if a strong undergraduate grade point average has been earned or if other evidence of adequate academic potential can be presented;
- 20 BOC certification, eligible for the BOC or an equivalent athletic training credential (e.g., Canadian Certified Athletic Therapist);
- 21 Licensure as an Athletic Trainer in good standing in Missouri or eligible for licensure in Missouri;
- 22 A baccalaureate degree from an accredited college or university— including a Statistical Methods course (PSY 200 or equivalent);

23. Evidence of current physical examination including a TB skin test or chest X-ray. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, and a complete Hepatitis B series);
24. Provide evidence of current professional liability insurance*this is required if a student is practicing as an ATC while in school and is NOT covered by an employer's liability insurance. Clinical experiences required as part of the curriculum are covered by a university insurance policy;
25. Provide evidence of current Professional Rescuer and AED certification (must meet BOC requirements);
26. Applicants must have the capacity for performance of the technical functions and tasks required of an athletic trainer;
27. Students will be required to initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMO or other disqualifications that would prohibit licensure as an Athletic Trainer. *Students who fail these checks or procedures will be subject to further review by the Department of Sports Medicine and Athletic Training. This may result in dismissal from the MSAT program;
28. The National Athletic Trainers' Association has a Professional Code of Ethical Conduct. All athletic training students will adhere to this Code and respect the rights and dignity of all individuals

Students with complete application materials for full admission will be reviewed by the Department of Sports Medicine and Athletic Training Department. Selection of students for the MSAT program is selective and competitive due to limited resources. Students who are not accepted into the program may apply for the next application deadline.

- Characteristics of a specific population to be served, if applicable

Certified Athletic Trainers that wish to pursue a master's degree from a post-professional athletic training master's program to further their clinical skills and progression their professional development in athletic training will be the prominent population served. Other allied health care professionals interested in gaining a foundation in sports medicine/athletic training orthopedic rehabilitation would also benefit from the majority of the courses within this program.

Faculty Characteristics

- Any special requirements (degree status, training, etc) for assignment of teaching for this degree/certificate

Faculty and instructors teaching the ATC specific courses within this program must be a certified athletic trainer (ATC) or other appropriately credentialed health care professional (i.e. DO, MD, NP, OTC, PA, PT, etc)

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

One hundred percent of the ATC core courses will be assigned to full time faculty and instructors. In a situation where a particular credential or set of knowledge is required that a current full time faculty member does not possess, the clinical supervisors (CIs) associated with our program (ATC, PT, MD, DO, PA, etc) will be utilized to teach, co-teach, or provide guest lectures on the content specific knowledge.

- Expectations for professional activities, special student contact, teaching/learning innovation

All faculty members will continue to be involved with the athletic training profession at the local, district, and national level. This involvement includes attending professional development activities; attending and presenting at state, district, and national conferences; conducting and publishing research; providing athletic training services at the local, district, national and international levels; and providing leadership to the National Athletic Trainers' Association. Faculty members will have contact with students in the classroom, at clinical sites, and through independent and group research projects

Teaching/learning innovations will include traditional didactic methods, clinical education, clinical practice, case studies, hands-on learning, research project, individual and group based projects, as well as many other techniques the faculty and clinical supervisors elect to utilize

Enrollment Projections

- Student FTE majoring in program by the end of five years

The program will be set-up as a two year cohort model. Based on the current number of faculty and potential number of local clinicians/health care providers the program could utilize to support the teaching and research of this program, it is estimated that in five years there will be approximately 30 students majoring in the program. The program will have some flexibility built into the curriculum to allow individuals to complete the program in a part-time manner. However, due to the nature of the profession we anticipate most individuals will elect to complete the program as a full-time student so we anticipate a small number of part-time students (approximately 1-2 in a given year)

- Percent of full time and part time enrollment by the end of five years

Ninety percent or higher of students enrolled in the program will be full time students. It is anticipated that less than 10 percent of student enrollment will come from part-time students

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation

3 years: 12; 5 years: 15; Numbers based a cohort model, current number of faculty, and accreditation requirements

- Special skills specific to the program

Students admitted into the MSAT will already hold the Certified Athletic Trainer credential or a closely related health care profession credential. The MSAT will capitalize on the entry level skills these students possess and will focus on enhancing or developing the following skills: orthopedic rehabilitation, clinical decision making, critical thinking, leadership (broadly defined), professionalism, professional involvement, research, and evidence-based practice

- Proportion of students who will achieve licensing, certification, or registration

As this program is a post-professional athletic training master's program, the majority (if not all) of students completing the program will already be certified athletic trainers (ATC) which is a national certification overseen by the Board of Certification (BOC). In the state of Missouri, all practicing certified athletic trainers must be licensed. Therefore, all students wishing to obtain a graduate assistantship and/or work clinically while enrolled in the program will be required to be licensed. Students who have earned the national ATC credential are eligible to become licensed in the state of Missouri by completing a background check and licensing forms

Knowledge gained from classes and clinical experiences will strengthen each student's ability to successfully complete a number of different credentials (i.e. Hardstyle Kettlebell Certification (HKC), Functional Movement Screen Certified Exercise Professional (FMS), Performance Enhancement Specialist (PES), Certified Strength and Conditioning Specialist (CSCS). These credentials are not a

requirement of the program but an added opportunities should the student elect to obtain one or all of these certifications. Holding one or all of these credentials will enhance the students' application when applying for most athletic training positions

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used

Not applicable to the Post-professional Athletic Training Master's Degree

- Placement rates in related fields, in other fields, unemployed

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