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by degrees.*

**NEW PROGRAM FORM**

1. Submitted by: Missouri State University
2. Program Title: Master of Athletic Training
3. Degree/Certificate: Master of Athletic Training
4. Options: None
5. Delivery Site(s): Missouri State University, Springfield, MO
6. CIP Classification: 51.0913
7. Implementation Date: Summer 2018
8. Cooperative Partners: None

**AUTHORIZATION**

Dr. Frank Einhellig, Provost

Name/title of Institutional Officer

*Frank Einhellig*

Signature

*6/20/17*

Date

Dr. Julie Masterson, Associate Provost

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## EXECUTIVE SUMMARY

In June 2015, the AT Strategic Alliance (BOC, CAATE, NATA and NATA Foundation) agreed to transition the professional degree in athletic training to the master's level. The AT Strategic Alliance stated that baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022. Utilizing its strengths and experiences, Missouri State University is seeking approval to transition the Bachelor of Science in Athletic Training (BSAT) to a professional level Master of Athletic Training degree. Missouri State University would be the only public institution in southern Missouri offering the Master of Athletic Training professional degree. In addition to meeting the mandated accreditation degree transition, the proposed Master of Athletic Training degree aligns with Missouri State University's mission and strategic initiatives, has the support of the sports medicine community, and will provide graduate trained health care professionals for the state of Missouri.

The Sports Medicine and Athletic Training Department (SMAT) at Missouri State University has a strong history of providing athletic training education and producing highly skilled and successful athletic trainers. Missouri State University has offered an accredited athletic training program in some fashion since 1979. Currently the SMAT department offers a Commission on Accreditation of Athletic Training Education (CAATE) accredited professional Bachelor of Science in Athletic Training (BSAT) degree. This program has had strong academic success in terms of national certification pass rates and employment/career advancement rates. Employment per the CAATE classification includes those going straight into the work force with the BSAT degree (for MSU this number has averaged less than 10% of the graduating class), those working as an athletic trainer while pursuing advanced education in a post-professional master's program or related field (typically around 60%), and those not employed due to being enrolled in an advanced health care field (typically around 30%). With the transition, the employment rate for those going directly into the workforce after completing the degree will rise drastically as the master's degree is the entry point into the profession.

To meet the AT Strategic Alliance requirement for the professional degree, the SMAT department proposes transitioning the current BSAT degree to a Master of Athletic Training degree. The transition will include modifying the curriculum to align with Missouri State University Graduate College and CAATE requirements. The new curriculum will span 6 semesters (summer, fall, spring, summer, fall, spring) and consist of 61 credits and clinical experiences. Plans are to admit the first cohort in summer 2018. The current BSAT will admit the last cohort, in fall 2018 and we will begin a phase out of the curriculum as the students already admitted progress through the curriculum.

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**STUDENT ENROLLMENT PROJECTIONS (Form SE:)**

	1	2	3	4	5
Full Time	12	24	27	35	40
Part Time	0	0	0	0	0
Total	12	24	27	35	40

1. Please provide a rationale regarding how student enrollment projections were calculated

Enrollment projections are based on 1) the level of interest expressed by current Missouri State University students and prospective high school and transfer students, 2) review of the 2013-2014 and 2014-2015 CAATE Analytic Report, 3) history of degrees granted and cohorts admitted in the MSU Bachelor of Science Athletic Training (BSAT) program, and 4) the capacity (accreditation standards, clinical experiences, and number of faculty) of the program. In the first year of the Master of Athletic Training program the cohort will be limited to 12 students as the BSAT is being phased out. Each year for the first three years, the admitted cohort will increase. Once the teach out of the BSAT is complete, the Master of Athletic Training program will admit a cohort of 20 students each year.

1) *Level of Interest of current MSU students and prospective high school students and transfer students*

Based on departmental records, over the past two years (2014 and 2015), 259 interest forms were received from prospective students. This is an optional online form that is available for students to complete. Between June 2015 and October 2016, 156 students (56 transfer students) have visited the department that were interested in the program.

2) *CAATE Analytic Reports 2013-2014 and 2014-2015*

Academic Year	Student Enrollment (Mean)	
	All Professional Programs (BS and MS)	Master's Degree Programs
2013-2014 (368 academic programs)	36.1	26.3
2014-2015 (375 academic programs)	37.2	27.7

Note: This is total program enrollment, not by cohort.

3A) *Number of Athletic Training BSAT Degrees Granted at Missouri State University*

Year	2011	2012	2013	2014	2015	5 year average
# of BSAT Granted	8	13	19	15	19	14.8

3B) Current Missouri State University BSAT Cohort Sizes

Year Admitted	2013	2014	2015	2016
Cohort Size	22	26	19	19

2. Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research (i.e., please cite sources for evidence used).

**Rationale for the program**

Missouri State University's College of Health and Human Services (CHHS) has a strong history in educating and producing quality undergraduate and graduate health care providers in a variety of disciplines. Utilizing our strengths and experiences Missouri State University is seeking approval to transition the Bachelor of Science in Athletic Training (BSAT) to a professional level Master of Athletic Training degree.

In June 2015, the Commission on Accreditation of Athletic Training education (CAATE) announced that a professional master's degree would be the minimal degree requirement for certification as an athletic trainer. Missouri State University would be the only public institution in southern Missouri offering the Master of Athletic Training program. Currently, one private university (St. Louis University) offers the professional AT degree at the Masters level. One public university in northwest Missouri (Truman University) and one private school in southern Missouri (Evangel) are in the process of transitioning to the Master's degree. In addition to meeting the mandated accreditation degree transition, the proposed Master of Athletic Training program aligns with Missouri State University's mission and strategic initiatives (e.g., Embrace dynamic adaptation as the norm at Missouri State to meet the pace of change, including theoretical, pedagogical and technological advances; The university embraces curricular transformation as an approach to ensure that its undergraduate and graduate students have knowledge and competencies related to diversity and inclusion; Develop new or modify existing degree programs to better attract international students; Maintain strategic growth in enrollment while increasing retention and graduation rates) has the support of the sports medicine community, and provides graduate trained health care professionals for the state of Missouri.

**a. Market Demand:**

As of 2022, the professional level masters of athletic training will be the only entry point into the Athletic Training Profession. On average, there are 300 new jobs posted monthly on the National Athletic Trainers' Association career center. These postings represent the continuous demand for athletic trainers and the ongoing employment opportunities in the profession. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, "employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase." According to the Missouri Board of Healing Arts there

are 549 licensed athletic trainers in the state of Missouri. In contrast, there are 571 high school and 34 universities and colleges that support athletic teams. Athletic Trainers are employed in multiple settings (hospitals, clinics, industrial, surgery centers, etc.) outside of the traditional high school and college sports. These numbers are similar in surrounding states and across the United States. Missouri State University has a strong history demonstrating the ability of graduating athletic training students to obtain employment and/or acceptance into graduate level health care programs. Based on our history, we expect the rate of employment for students graduating from the Master of Athletic Training program will remain high with a significant percentage of the graduates obtaining positions within the state.

**b. Societal Demand (i.e., factors other than employment indicating need for degree)**

**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 individuals the pain and financial cost associated with injuries. As the baby boomers age and continue to remain active, the population in need of athletic training 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, and requirement for evidence-based practice in health care, it is vital that students preparing to enter the health care field obtain education that is current and based on the latest evidence. The Master of Athletic Training program will provide students with this needed training. The coordination of patient care and delivery will become increasingly important as the settings in which care is provided become increasingly fragmented. Policy and structural changes in the health care system have also resulted in an increasing need for interprofessional collaboration. The Institute of Medicine (IOM) called on academic institutions to begin educating health professionals to work collaboratively in its report *Crossing the Quality Chasm: A New Health System for the 21st Century* (Washington: National Academy of Sciences, 2001). In 2011, the Interprofessional Education Collaborative (IPEC) proposed a redesign of workforce training to provide more opportunities for interdisciplinary training and more emphasis on teaching evidence-based practice. The proposed Master of Athletic Training program ensures that students will acquire the necessary IPEC competencies to perform interprofessional teamwork and gain the skills to ensure that their clinical practices are based in current evidence.

**Resources and Methodology used to determine demand**

A variety of resource and methods were utilized to determine the need for this degree transition.

- 1) NATA Career Center postings; <http://www.nata.org/career-education>
- 2) United States Department of Labor Statistics on expected job growth for athletic training; <http://www.bls.gov/ooh/>
- 3) Missouri Board of Healing Arts – AT licensure numbers; <http://pr.mo.gov/athletictrainers.asp>
- 4) Missouri State High School Athletic Association school numbers; <https://www.mshsaa.org/>

5) Institute of Medicine (IOM). 2001. Crossing the Quality Chasm. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, D.C: National Academy Press.

### COLLABORATION (FORM CL):

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 Master of Athletic Training program, but will continue to collaborate with many local health care facilities for the clinical component of the program and Missouri State University programs for interprofessional opportunities and student and faculty support.

If yes, please complete the rest of this section. If no, state not applicable and go to Program Structure (Form PS). Not applicable

Sponsoring Institutions: N/A

Degree Program for Collaboration N/A

Length of agreement (open-ended or limited): Click here to enter text.

1. Which institution(s) will have degree-granting authority? N/A
2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions? N/A
3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements? N/A
4. Which institution(s) will be responsible for academic and student-support services (e.g., registration, advising, library, academic assistance, financial aid, etc.)? N/A
5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed? N/A
6. In addition to the information provided by each participating institution regarding Financial Projections (below), please address the following items:
  - a) How will tuition rates be determined if they differ among the institutions? N/A
  - b) Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement. N/A
  - c) What arrangements, if any, have been made for exchange of money between participating institutions? N/A
7. What commitments have been made by all participants to evaluate the program systematically? N/A
8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering? N/A



**PROGRAM STRUCTURE (FORM PS):**

1. Total credits required for graduation: 61
2. Residency requirements, if any: Given that the program is cohort based, students will complete all requirements at MSU.
3. General education: Total credits: Not applicable
4. Degree requirements (includes required, electives, thesis, capstone, internship): Total credits: 61

<b>Core Courses (Required of all students)</b>		
<b>Total credits = <u>58</u></b>		
<b>Course ID</b>	<b>Course Title</b>	<b>Credits</b>
ATC 601	Foundations of Athletic Training	1
ATC 602	Orthopedic Review	2
ATC 604	Clinical Skills in AT	3
ATC 622	AT Practicum I	2
ATC 623	Patient Evaluation I	3
ATC 631	AT Integrated Lab I	1
ATC 633	Therapeutic Interventions I	3
ATC 640	Evidence-Based Practice	2
ATC 653	Patient Evaluation II	3
ATC 663	Therapeutic Interventions II	3
ATC 671	AT Integrated Lab II	1
ATC 682	AT Practicum II	2
ATC 711	Problem Based Practice	3
ATC 713	AT Practicum III	3
ATC 724	AT Practicum IV	4
ATC 732	Applied Research Methods in Health Care	3
ATC 734	Professional Development and Leadership	4
ATC 741	Therapeutic Interventions III	1
ATC 753	Pharmacology/General Medical Concepts	3
ATC 773	Athletic Training Seminar	3
ATC 784	AT Practicum V	4
ATC 791	AT Research Project	1
PSY 627	Advanced Psychological Statistical Methods	3

Elective Courses Total credits = <u>0</u>		
Course ID	Course Title	Credits
Thesis/Non-Thesis/Capstone/Internship Total credits = <u>3</u>		
Course ID	Course Title	Credits
ATC 797	Non-Thesis Project	3

5. Any unique features such as interdepartmental cooperation:

The program will utilize a statistics course (Psychology Department) already offered within the College of Health and Human Services.

The program will collaborate with other Missouri State University healthcare programs to develop various methods (simulation, case studies, journal club, grand rounds) to provide interprofessional education and promote interprofessional practice.

**One-Time Expenses.** A one-time expense of \$3,000 is required with the submission of a Letter of Intent to CAATE to initiate the substantive change process. Additionally, the program will require one-time expenditure for additional per course instructors or term instructor to assist with teaching during the teach-out phase of the BSAT program and startup of the Master of Athletic Training program. The department estimates between \$30,000 and \$67,500 annually for a two-year period. The lower end of the range will cover per course instructors. However, per course instructors will only be an option if we are able to schedule courses (dependent of space availability) at times and days of the week that per course are available and pending that we can secure per course with expertise in the needed subject matter. The upper end of the range would provide salary and benefits for a term instructor for two years. This option would allow for more consistency than multiple per course instructors and more flexibility with course scheduling. However, this would also be pending the ability to identify and hire an individual that is willing to take a term position.

**Recurring Expenses.** All recurring expenses related to personnel are based on FY 17 salaries with a generic 2% raise factored in each year. Current faculty and staff salaries and benefits account for the majority of the recurring expenses. With this transition from the BSAT to the Master of Athletic Training degree, SMAT is not requesting any additional faculty lines. The SMAT operation budget already contains funding for the current faculty and staff. Area AT practitioners are hired as per course faculty to maintain appropriate student to faculty ratios in laboratory courses and to capitalize on their clinical expertise. At present, the SMAT department utilizes 4-6 per course instructors annually. We anticipate the need for per course instructors will decrease to 3-4 once the transition is completed. The other instructor (^) line is held by a retired, half-time instructor. The department is hopeful this individual will remain active in our programs for many years but when this individual elects to fully retire, the department will need to increase our per course numbers or hire an additional clinical instructor to fill the void. Additional recurring expenses include equipment/supplies, professional development cost, and services. The amounts for each were determined based on approximately a 2% increase from actual expenses during Fiscal Year 2016. Cost for equipment/supplies are currently covered partially by the department's operations budget and the remaining currently comes from course fees. With the transition the remaining portion will come from course fees (undergraduate courses) and the requested new program fee (graduate students). The majority of departmental professional development expenses are currently covered by funding in the SMAT operation budget – travel and other. A portion of these expenses are covered by funding provided by the Dean's office for each faculty. Service expenses are covered fully by the SMAT operation budget. A final recurring expense is the CAATE annual accreditation fee. This fee is currently being paid for accreditation of the BSAT program and will transition to the accreditation of the Master of Athletic Training program.

**Revenue.** Tuition and fee amounts have all been calculated using the 2016-2017 rates for tuition.

## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS (FORM PG):

Institution Name: Missouri State University  
Program Name: Master of Athletic Training  
Date: 10-20-16

(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.)

### 1. Student Preparation

- a) 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 must be received by January 1st for admission for the following June. To be considered for admission to the Master of Athletic Training program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS). Applicants who are accepted into the Master of Athletic Training program will follow the Graduate College's procedures to activate their MSU student records. Full admission to the Master of Athletic Training program is selective and competitive; not all that apply will be admitted. Students who are not accepted into the program may apply for the next application deadline. Applicants with complete application materials for full admission will be reviewed by the Master of Athletic Training Program Selection Committee. A select number of applicants will be invited for a personal interview. Phone or Skype interviews will be permitted for students living a distance of more than 100 miles from Springfield, MO.

SELECTION FOR AN INTERVIEW AND FINAL ADMISSION DECISIONS WILL BE BASED ON THE FOLLOWING:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 50 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours);
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale;
3. Submission of official Graduate Record Examination (GRE) scores taken within the last five years prior to application with a preferred minimum score of 153 in Verbal Reasoning, 150 in Quantitative Reasoning, and 3.5 in Analytical Writing;
4. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a minimum of 60 semester credit hours from an accredited college or university in the United States.

5. Possession of a baccalaureate degree from an accredited college or university prior to matriculation. The undergraduate major may be in any field, but students must complete the following prerequisites – examples of Missouri State University courses listed below in parentheses - prior to entering the program in the summer:

- Care and Prevention or Introduction to Sports Medicine: 2-3 hrs. (ATC 220 or 222)
- English: 6 hrs. (ENG 110 and ENG 201, 221, 310 or 321)
- College Algebra or higher: 3 hrs. (MTH 135 or higher)
- Statistics: 3 hrs. (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
- Physics with lab: 3-4 hrs. (PHY 123)
- Introductory Chemistry with lab: 4-5 hrs. (CHM 160 and CHM 161)
- Introductory Psychology: 3 hrs. (PSY 121)
- General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
- Human Anatomy with lab: 4 hrs. (BMS 307)\*\*
- Human Physiology with lab: 4 hrs. (BMS 308)\*\*\*\*

If students take a combined course, it must be taken across two semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.

- Medical Terminology: 1-3 hrs. (LLT 102)
- Exercise Physiology: 3-4 hrs. (BMS 567)
- Biomechanics/Kinesiology: 3-4 hrs. (BMS 450)
- Nutrition: 3 hrs. (BMS 240)
- Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond. (ATC)

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Pay a non-refundable confirmation fee of \$500 to the Department of Sports Medicine and Athletic Training to reserve a seat in the incoming class. Upon matriculation into the Master of Athletic Training program, this fee will be applied to the summer session tuition.
3. Provide evidence of current physical examination including a PPD skin test or chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, a complete Hepatitis B series, and any other vaccinations required by clinical sites).
4. Provide technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.
5. 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 Master of Athletic Training Program Selection Committee. This may result in dismissal from the program.**

6. Provide proof of liability insurance – group rates will be available.
  7. Adhere to the SMAT Honor Code and the National Athletic Trainers' Association's Code of Ethics; students will respect the rights and dignity of all individuals.
  8. Enroll on a full-time basis and progress through the program with their class.
- b) Characteristics of a specific population to be served, if applicable.

Students who wish to become an athletic trainer by completing a professional (entry-level) master level athletic training program.

## **2. Faculty Characteristics**

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

Accreditation standards require the following:

- 1) A full-time program director (already in place). The program director must be certified, and in good standing with the Board of Certification (BOC), possess a current state AT credential and be in good standing with the state regulatory agency.
  - 2) A clinical education coordinator (already in place). All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.
  - 3) All full-time faculty must hold a minimum of a master's degree and the majority of the full-time faculty must hold a doctoral degree (already in place - 4 out of 5 full-time faculty members have earned doctoral degrees, remaining faculty member is pursuing doctoral degree). The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method. Faculty must be recognized by the institution as having instructional responsibilities and possess a current state credential and be in good standing with the state regulatory agency when teaching hands-on athletic training patient care techniques with an actual patient population. All athletic trainers who are identified as the primary instructor for athletic training courses must be certified and in good standing with the BOC and, where applicable, be credentialed by the state.
- b) 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.

It is expected that 95% of the courses within the Master of Athletic Training program will be assigned to full-time faculty. In a situation where a particular credential or set of knowledge is required that a current full-time faculty member does not possess, health care practitioners

associated with our program (ATC, OT, PT, MD, DO, PA, etc.) will be utilized to teach, co-teach, or provide guest lectures on the content specific knowledge. Per course ATs may be used to maintain appropriate student to faculty ratios in laboratory courses.

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

All faculty members will 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 at the local, district, national and international levels. Faculty members will have contact with students in the classroom, at clinical sites, through independent and group research projects, and through advisement/mentorship. Faculty members will be heavily involved in student recruitment efforts in conjunction with other faculty and staff on campus (the Office of Admissions, Graduate College, College of Health and Human Services, etc.), which may include the design of promotional materials, visiting career/college fairs at other institutions, hosting open houses, and participating in Missouri State University-sponsored fairs/showcases. Teaching/learning innovations will include traditional didactic methods, fieldwork/clinical education, clinical practice, case studies, simulation-based, hands-on learning, research project, individual- and group-based projects, as well as many other techniques the faculty and clinical supervisors elect to utilize. Missouri State University's Faculty Center for Teaching and Learning (FCTL) provides course development resources such as the Digital Professor Academy for those who wish to learn to use and incorporate the latest technology in creative teaching methods. Faculty will be encouraged to take advantage of these opportunities in order to create more innovative courses and delivery methods. The curriculum will provide interprofessional education opportunities to develop the knowledge and skills needed for successful collaborative practice.

### **3. Enrollment Projections**

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

The program will have capacity for 20 full-time students per year. It is structured as a two-year cohort model so it is anticipated that the program would have 40 current students (20 per year) at the end of five years.

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

Due to the structure of the program, one hundred percent of students enrolled in the program will be full-time students.

### **4. Student and Program Outcomes**

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

3 years: 15      5 years: 20

- b) Special skills specific to the program.

Students admitted into the Master of Athletic Training program will already hold a bachelor's degree from an accredited university, and will have completed the required pre-requisite courses. The Master of Athletic Training curriculum will focus on providing students with the necessary knowledge and skills to become practicing athletic trainers. Major areas of the curriculum include the domains of the athletic training professions: injury/illness prevention and wellness promotion; examination, assessment and diagnosis; immediate and emergency care; therapeutic intervention; healthcare administration and professional responsibility. The curriculum will provide opportunities to develop the knowledge and skills needed for successful collaborative practice through interprofessional education.

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

Students that successfully complete all aspects of the degree program will be eligible to take the Board of Certification (BOC) certification examination. Students who pass the national certification exam are also required to apply for a state license in most states. It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- d) 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.

It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

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

It is anticipated that at least 95% of graduates desiring employment will be employed in athletic training positions within three months of graduation; 100% of those seeking employment are expected to be employed within six months of graduation. A small number may not seek immediate employment due to life circumstances.

- f) Transfer rates, continuous study.

It is atypical for a student admitted into a professional level AT program to transfer as the programs are all traditionally set up in a cohort model.

## 5. Program Accreditation

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



The Master of Athletic Training program will be accredited by the Commission on Accreditation for Athletic Training Education (CAATE). Currently the BSAT program is a CAATE accredited program. Our next comprehensive review will occur in academic year 2022-2023; however, the proposed degree and associated transition will result in that review focusing on the Master of Athletic Training.

The following is from the CAATE website (<http://caate.net/substantive-documents/>) and outlines the procedure for a currently accredited professional program to transition degree levels and maintain accreditation.

*Professional Programs transitioning from a baccalaureate to a post-baccalaureate degree OR Post-Professional Programs from a post-baccalaureate to a doctoral degree who are in good standing with the CAATE and in mid-cycle for accreditation may apply for continuing accreditation through this Substantive Change Request for Change in Degree Document. Programs who are transitioning to the master's degree must have approval from their respective regional accreditor prior to submission of substantive change (mini self-study) materials. The Notification of Intent form must be uploaded to the substantive change tab via eAccreditation prior to your preferred intent deadline (see the dates below and check the available spots per cycle document on the CAATE website)*

*..... This substantive change application does not extend continuing accreditation past the original review date. Application for a substantive change does not guarantee the change will be accepted. After review of materials, the CAATE may deem that an on-site visit is necessary to ensure compliance with the Standards..... Programs are allowed some overlap with students of both degrees, however a "teach out" plan for students enrolled in the program being dissolved is required as part of the change in degree level request. Once a program's request for change in degree has been approved, the program will no longer be allowed to admit students at the previous degree level.*

Time line based on CAATE Degree Substantive Change Review Cycles and Procedures and Missouri State University's Curriculum Approval Process:

August 2016 – June 2017	Gain approval for Master of Athletic Training Degree from all levels of Missouri State University Curriculum approval process
July, 2017	Submit Master of Athletic Training proposal to CBHE
September, 2017	Gain approval for Master of Athletic Training from CBHE
September, 2017	Submit Letter of Intent and fee to CAATE
December 1, 2017	Submit mini self-study to CAATE
June, 2018.	Admit first Master of Athletic Training cohort

## **6. Alumni and Employer Survey**

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

All students will complete an exit interview at time of graduation. Alumni will be surveyed at 6 months and 2 years' post-graduation. It is expected that all alumni will describe themselves as being "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. 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.

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

All employers will be asked to complete an online survey relating to the program alumni hire 6 months and 1.5 years after hiring. 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. 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.

## **7. Institutional Characteristics**

- a) Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. The current BSAT program has existed at Missouri State University in some format since 1979 with strong student outcomes (BOC pass rate and employment). The program has always aligned well with the University mission and goals. As the Master of Athletic Training program is a transition from the BSAT to the Master of Athletic Training, the same foundational behaviors of athletic training (specifically ethical practice, legal practice, teamed approach to practice and cultural competence) will remain in place. The three pillars of the public affairs mission of cultural competence, community engagement, and ethical leadership are incorporated throughout the Master of Athletic Training curriculum by design (and accreditation mandate in some cases) into coursework, clinical experiences, and research projects.

Missouri State University is in an ideal location to serve not only residents of Missouri but several surrounding states. This is especially true in light of the fact that no other public university in southern Missouri is offering a Professional Level Master's program in athletic training.

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 as many faculty members within the College (and University) are open to collaborative and interprofessional research projects and/or serving on research committees. The College offers a variety of strong undergraduate programs along with 13 graduate degrees and eight graduate certificate programs in the health and human services. These programs have excellent reputations, maintain national accreditation from their disciplines when available, and produce graduates who achieve high first-time pass rates on national exams after program completion. Many CHHS programs have long-term established relationships with the healthcare institutions in the region, including rural communities, which will benefit the Master of Athletic Training program when seeking clinical placement sites for students.