New Program Proposal
Master of Science in Advanced Athletic Training
University of South Carolina

Summary

The University of South Carolina requests approval to offer a program leading to the Master of Science in Advanced Athletic Training to be implemented in Fall 2015. The proposed program is to be offered through traditional and online instruction. The following chart outlines the stages for approval of the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	8/1/11	Not Applicable
Program Planning Summary considered by ACAP	10/13/11	ACAP members asked that the proposal clearly state that the proposed program will replace an existing concentration that will be terminated when the proposed program is implemented.
Program Proposal Received	9/15/14	Not Applicable
ACAP Consideration	10/16/14	ACAP members discussed the need for the proposed program. Dr. Kristia Finnigan mentioned that the existing concentration of athletic training in the M.S. in Physical Education currently has a 100% placement rate. Dr. Finnigan agreed to revise the proposal to include the information about need discussed during the meeting. ACAP members then voted to approve the program.
Comments and suggestions from CHE staff sent to the institution	10/28/14	Staff requested that the proposal describe the transition plan for terminating the existing concentration in athletic training in the M.S. in Physical Education and that the Justification section be strengthened with additional employment information.
Revised Program Proposal Received	12/2/14	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	1/8/2015	Commissioners asked why the proposal was submitted three years after the program planning summary. Dr. Finnigan described the internal approval processes and explained that the submission was delayed because of leadership changes in the College and Department that houses the proposed program and a college-wide reevaluation of all degree programs.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve program leading to the Master of Science in Advanced Athletic Training to be implemented in Fall 2015.

Committee Member Questions and CHE/Institutional Responses:
University of South Carolina Columbia, M.S., Advanced Athletic Training

QUESTION: pg 1.. Why 3 years from planning summary to program proposal?

INSTITUTIONAL RESPONSE: In our initial planning, we pursued the MS in Athletic Training as a name change for the existing MS in Physical Education degree. However because the change resulted in the need for a new degree CIP code, we began the new program process. After the program planning summary was submitted, leadership changes in the College and Department led to a College-wide reevaluation of degree programs, which delayed progress on the proposal. The Department subsequently decided to institute curriculum changes affecting the future program, and these needed to be fully implemented before finalizing the new MS degree proposal.

QUESTION: Pg 6 says "most students will .... Work as a BOC certified athletic trainer while earning an advanced MS degree. " but pg 13 says students will take a full academic load. Is this consistent?

INSTITUTIONAL RESPONSE::Yes it is consistent. Almost all of the graduate students pursuing this degree option are funded by external contracts for athletic training services, and work part-time (20 hours) as Graduate Assistants. Their “work as a BOC certified athletic trainer” refers to their duties as Graduate Assistants, and NOT to their being employed full-time in the community while pursuing their MS degree. We have had only a few students in the past 10 years in this degree option who were not on a funded assistantship as a GA.

NEW PROGRAM FULL PROPOSAL

University of South Carolina—Columbia

College of Education
Department of Physical Education and Athletic Training

Master of Science (MS) in Advanced Athletic Training

Date of Submission: March 17, 2014

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Harris Pastides, President

_____
Date

Program Contact Information:
Toni M Torres-McGehee PhD, ATC
Associate Professor/AT Graduate Director
E-mail: torresmc@mailbox.sc.edu
Phone: 803-777-0636

2. Classification

Program Title: Advanced Athletic Training

Academic Unit: Department of Physical Education and Athletic Training

Level of Degree: Master of Science

Proposed Date Implementation: Fall 2015

Site: Columbia

CIP Code: 51.0913

Program qualifies for supplemental Palmetto Fellows Scholarship/LIFE Scholarship awards: No

Delivery Mode: Traditional based with hybrid components

Area of Certification: N/A

3. Institutional Approval

Internal Institutional Approvals

Department Chair: Date: 4/15/2014

College of Education Dean: Date: 4/21/2014

Provost: Date: 5/7/2014

President: Date: 5/8/2014

Board of Trustees: Date:

4. Purpose

The purpose of this program is to provide a "Post-Professional" Advanced Athletic Training Graduate Degree Program for athletic trainers certified through the Board of Certification (BOC). It is important to note this degree will not certify graduate students; however they will be required to be certified by the Board of Certification through an undergraduate or entry-level Masters athletic training program that is accredited through the Commission on Accreditation of Athletic Training Education (CAATE).

Vision
The University of South Carolina's Advanced Athletic Training Program pursues distinction at the community, state, and national levels as a leader addressing the needs of diverse patient populations, lifelong learners, community services, and the profession of athletic training.

Mission
The mission of the Advanced Athletic Training program at the University of South Carolina is to provide a coordinated balance of education and clinical experiences. Our program is structured around the following:

A. Exposing our students to a variety of patient populations
B. Advocating athletic training education (didactical and clinical educational opportunities)
C. Developing and conducting research (evidence-based practice)

Objectives
The Athletic Training program will provide athletic trainers with educational excellence, equity and opportunity in the 21st century on a local, regional, and national level.

1. To provide athletic trainers with the theoretical knowledge and understanding necessary to actively engage in theory, research and practice in sports medicine. *(See Standard for Evidence Based Practiced-EBP below)*
2. To provide an atmosphere that is conducive to quality instruction and clinical experiences in sports medicine. *(See Standard for Diverse Clinical Experiences Below)*
3. To engage athletic trainers with a variety of athletic training educational experiences that will best develop their clinical skills by USC's partnerships with government agencies; educators, schools, and districts; communities; professional organizations; and other institutions of higher education. *(See Standard for Diverse Clinical Experiences Below)*
4. To prepare athletic trainers for diverse career opportunities by remaining responsive to the evolving needs of the communities we serve. *(See Standard for Diverse Clinical Experiences Below)*
5. To promote, foster, and sustain the highest quality research and evidence-based practice in athletic training and sports medicine. *(See Standard for Evidence Based Practiced-EBP below)*
6. To provide patient centered care and to educate the patients about health-related concerns and intervention options. *(See Standard for Diverse Clinical Experiences Below)*
7. To recognize any conflict of interest that could adversely affect the patient's health, and to facilitate collaboration between the athletic trainer and the patient, physician, physical therapist, physical therapy specialist (tech), medic, or members of patient's social network or healthcare system to develop an effective treatment plan. *(See Standard for Diverse Clinical Experiences Below)*
8. To facilitate interdisciplinary collaborations among different health care providers. Different health professions often perform a subset of overlapping functions, but separate scopes of practice, governance structures, and standards maintained by licensing agencies for the different health professions' present obstacles to the delivery of optimum patient care by an interdisciplinary team. ATs will interact with other professionals (e.g., Physical Therapist, Physicians, Physician Assistants, Nursing, etc.). *(See Standard for Diverse Clinical Experiences Below)*

Key Standards Post-Professional core competencies for CAATE Post-Professional Programs

The athletic trainer's post-professional preparation is based on developing students' knowledge, skills, and abilities, beyond the professional level, as determined by the Commission. Post-Professional athletic training degree programs incorporate core competencies required for advanced clinical practice. The Post-Professional core competencies are listed and defined here:

- **Evidence-Based Practice-EBP** (Research Project)
    - The athletic training faculty **must** be actively involved in advising students in scholarly experiences by providing mentorship and serving as role models.
    - Sufficient time and opportunity **must** be provided within the program for students to engage in scholarly experiences.

- The program's scholarly experiences **should** lead to dissemination of new knowledge in athletic training.
- The program's scholarly experiences **should** emphasize clinical research designed to inform athletic training practice.

- **Patient-Centered Care – Diverse Clinical Experiences** (Individual Clinical Sites – 2 Distinct Rotations)
  - The program **must** include advanced clinical practice experiences designed to improve the students' ability to provide patient care.
  - Sufficient time and opportunity **must** be provided within the program for students to engage in advanced clinical practice experiences.
  - Assessment of student achievement of the advanced clinical practice outcomes and objectives **must** be accounted for via formal academic coursework.
  - Students **must** receive formal and informal feedback regarding their advanced clinical practice performance at regular intervals.
  - The advanced clinical practice experiences must integrate the *Post-Professional Core Competencies*.
  - There **must** be an individualized advanced clinical education plan (individual goals and/or objectives) for each student to improve the students' ability to provide patient care.
  - All clinical education sites **must** be evaluated by the program on an annual and planned basis and the evaluations **must** serve as part of the program's comprehensive assessment plan.

- **Interprofessional Education and Collaborative Practice** (Diverse Clinical Experiences)
  - Coordinated cooperation among clinicians who provide care for a patient is far more important than professional prerogatives and roles. Different health professions often perform a subset of overlapping functions, but separate scopes of practice, governance structures, and standards maintained by licensing agencies for the different health professions present obstacles to the delivery of optimum patient care by an interprofessional team.

5. JUSTIFICATION

Since 1950, athletic trainers have been providing health care services to professional, college and high school athletes, as well as to the physically active population. Currently, the national certification for athletic trainers is obtained through the Board of Certification (BOC) from an accredited "Professional" (e.g., Entry-Level) Athletic Training Program at the undergraduate and/or the masters level. However, recent statistics from the National Athletic Trainers Association indicate that of the 34,000 members, over 70% have a graduate-level degree. The typical model for many athletic trainers is to first complete an entry level professional preparation degree and become a certified and licensed athletic trainer. After completing a BS degree and passing the BOC certification examination, most students will look for assistantships in athletic training where they can work as a BOC certified athletic trainer while earning an advanced MS degree.

It is important to understand the difference between our proposed MS degree in athletic training and other Universities proposing new entry-level certification programs. Our MS program would be the only program in the state that provides an advanced athletic training degree for students already certified by the BOC. Other Universities are looking to create a degree option at the Masters level that leads to initial BOC certification. Our proposed program offers students an advanced set of skills and knowledge while they are able to work as BOC certified athletic trainers. The mission of a Post-Professional Advanced Athletic Training Graduate Degree Program is: 1) to expand the depth and breadth of the applied, experimental, and knowledge and skills of athletic trainers; 2) to expand the athletic training body of knowledge; and 3) to disseminate new knowledge in the athletic training discipline. A Post-Professional Graduate Degree in Advanced Athletic Training will be characterized by advanced systematic study and experience, which is advanced in terms of knowledge, understanding, scholarly competence, inquiry, and discovery. In addition, professionals in athletic training with a MS degree have a significantly higher average salary than those with only a BS degree. Based on the November 11, 2013 edition of the NATA News, an athletic trainer with a Masters degree has an average annual salary of $51,146 compared to $46,176 for those with a BS degree.

Currently, the Department of Physical Education and Athletic Training has a 36 hour MS degree in Physical Education with a concentration in athletic training. The MS degree in PE with a concentration in athletic training has been graduating 10-18 students a year since 2005. So our proposed MS in Athletic Training is not really a "new" degree, but rather a change in name to accurately reflect the content of a very successful MS program that has been running for 9 years. Over the years we have made several clinical and didactic changes to the degree to enhance the quality of educational experiences for students, including adding a strong focus of research into the curriculum. We believe there is a strong need for a full-fledged MS degree in Advanced Athletic Training here at USC to continue to build on the progress that has been made over the past 9 years. This MS degree in athletic training will continue to be a popular program for students who receive their initial BOC certification at the Bachelors level. Upon approval of this degree, we plan to terminate the MS degree in Physical Education as there has not been a student other than an athletic trainer in this degree program for over 10 years and there are no physical education courses in the degree. The transition plan to this degree will be simple. All of the students in the existing program will remain as there is no new coursework or additional requirements. All of the students are athletic trainers and looking forward to receiving a degree that is correctly named and reflects the educational experiences they are currently receiving. There are no new costs associated with this new degree.
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Below is data from the United States Department of Labor. This data is representation of the growth of Athletic Training nationally, in addition to the current employment opportunities in the State of South Carolina. Based on data from the South Carolina high school league, it appears approximately 70% of all secondary schools have a certified athletic trainer employed through the school. In addition, 40% of secondary schools have two certified athletic trainers to provide health care for school athletes. There is also a movement to having middle school games covered by athletic trainers. With a push toward future legislation to mandate certified athletic training coverage at high school and middle school sporting events, the outlook for employment of future athletic trainers is good. Also provided is a list of 3 years of data to support the successful employment of graduate students from the MS degree in Physical Education.

United States Department of Labor

Summary January 8, 2014	
2012- Median Pay	$42,690 $20.52 per hour
Entry-Level Education	Bachelor's or Master's Degree
Work Experience in Related Occupation	None
On-the-job training	None
Number of Jobs, 2012	28,900
Job Outlook, 2012-2022	19% (faster than average)
Employment Changes , 2012-2022	5,400

http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm

Occupational Employment and Wages, May 2012

http://www.bls.gov/oes/current/oes299091.htm

29-9091 Athletic Trainers

National estimates for this occupation:
Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Mean wage RSE (3)
20,780	2.3 %	(4)	$44,010	0.8 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Annual Wage (2)	$25,960	$33,900	$42,090	$51,870	$64,140

State Employment	*Employment*	*Employment per thousand jobs*	*Location Quotient*	*Hourly Mean Wage*
South Carolina	*310*	*0.17*	*1.07*	*$53,140*

Industry profile for this occupation:

Industries with the highest published employment and wages for this occupation are provided.

Industry	Employment(1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	4,270	0.15	(4)	$45,020
Offices of Other Health Practitioners	3,360	0.47	(4)	$40,320
Other Amusement and Recreation Industries	3,180	0.29	(4)	$44,200
General Medical and Surgical Hospitals	2,870	0.05	(4)	$44,310
Elementary and Secondary Schools	1,820	0.02	(4)	$53,530

Industries with the highest concentration of employment in this occupation:

Industry	Employment(1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Spectator Sports	1,180	0.90	(4)	$46,200
Offices of Other Health Practitioners	3,360	0.47	(4)	$40,320
Other Amusement and Recreation Industries	3,180	0.29	(4)	$44,200
Other Schools and Instruction	660	0.19	(4)	$32,960
Colleges, Universities, and Professional Schools	4,270	0.15	(4)	$45,020

Top paying industries for this occupation:

Industry	Employment(1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Performing Arts Companies	50	0.04	(4)	$58,020
Elementary and Secondary Schools	1,820	0.02	(4)	$53,530
Junior Colleges	400	0.05	(4)	$46,980
Spectator Sports	1,180	0.90	(4)	$46,200
Colleges, Universities, and Professional Schools	4,270	0.15	(4)	$45,020

Our current program has already demonstrated successful employment of all graduates at the conclusion of the MS degree in Physical Education with an emphasis in athletic training. Graduates from our program have obtained jobs in settings such as the National Football League, the US Army, Cirque de Soleil, the New York Dance Company, Athletic Training for Institute for Western Surgery in China (American High School), as well as more traditional settings such as high schools and colleges. Graduates from our program meet a significant need in the state of South Carolina for teacher/athletic trainers in the high schools. Examples of athletic trainer placements from our program in the Columbia area over the past five years include Airport High School, Whitmire High School, Richland Northeast High School, Dreher High School, AC Flora High School, Irmo High School, Spring Valley High School, Columbia High School, White Knoll High School, Pelion High School, and Swansea High School, in addition to Benedict College. In the last 3 years, 36% of our graduates were employed in the State of South Carolina. The existing Master's program was on the path to becoming one of the premiere graduate athletic training programs in the country; the conversion to a more rigorous academic MS degree will only enhance its appeal; therefore we anticipate no changes in this pattern resulting from the current proposal.

2010-2011	**Job Placement**	**State**
Student 1	Assistant Athletic Trainer - The Ohio State University	Ohio
Student 2	Head Athletic Trainer/Teacher - Richland Northeast High School	South Carolina
Student 3	Athletic Trainer/Physician Extender - USC Sports Medicine	South Carolina
Student 4	Associate Athletic Trainer - Flagler College	Florida
Student 5	Assistant Athletic Trainer/Teacher - White Knoll High School	South Carolina
Student 6	Head Athletic Trainer - Drayer Physical Therapy	Georgia
Student 7	Athletic Trainer - University of South Carolina Aiken	South Carolina
Student 8	Assistant Atheltic Trainer - University of South Carolina, Columbia	South Carolina
Student 9	Head Athletic Trainer - Eau Claire High School, Drayer Physical Therapy	South Carolina
Student 10	Athletic Trainer - Geisinger Wyoming Valley	Pennsylvania
Student 11	Atheltic Trainer - High School - Drayer Physical Therapy	Alabama
Student 12	Athletic Trainer - New Century Orthopedics	Kansas

2011-2012	**Job Placement**	**State**
Student 13	Non-AT – Moved overseas for husband's job	
Student 14	Athletic Trainer/Physician Extender Plancher Orthopedic and Sports Medicine	Connecticut
Student 15	Athletic Trainer/Physician Extender Steadman Clinic	Colorado
Student 16	Athletic Trainer – High School	Pennsylvania
Student 17	Head Athletic Trainer/Teacher North Augusta High	South Carolina

	School	
Student 18	Head Athletic Trainer - Columbia High School - Drayer Physical Therapy	South Carolina
Student 19	Head Athletic Trainer - Lower Richland High School - Drayer Physical Therapy	South Carolina
Student 20	Head Atheltic Trainer - Morris Hills High School	New Jersey
Student 21	Assistant Athletic Trainer Dutch Fork High School - Moore Clinic	South Carolina
Student 22	Athletic Trainer – Virginia Commonwealth University	Virginia
Student 23	Assistant Athletic Trainer - Hammond High School	South Carolina
Student 24	Athletic Trainer – High School	New Jersey
Student 25	Athletic Trainer - Community Health Network	Indiana
Student 26	Head Athletic Trainer - North Oconee High School	Georgia

2012-2013	**Job Placement**	**State**
Student 27	Head Athletic Trainer High School	Kentucky
Student 28	Head Football South Carolina State University	South Carolina
Student 29	Intern - Physician Extender Steadman Clinic	Colorado
Student 30	Assistant Athletic Trainer - Liberty University	Virginia
Student 31	Head Athletic Trainer High School	Ohio
Student 32	Assistant Athletic Trainer - Georgetown University	Washington, DC
Student 33	Athletic Trainer/Personal Trainer	Wisconsin
Student 34	Head Athletic Trainer High School	Ohio
Student 35	Assistant Athletic Trainer/Teacher Gilbert High School	South Carolina
Student 36	Assistant Athletic Trainer - Lubbock Christian University	Texas
Student 37	Assistant Athletic Trainer - Houston Baptist University	Texas
Student 38	Head Athletic Trainer - Benedict College	South Carolina
Student 39	Athletic Trainer/Physician Extender - USC Sports Medicine	South Carolina
Student 40	Athletic Trainer - Andrews Institute for Orthopedic & Sports Medicine	Florida
Student 41	Athletic Trainer/Physician Extender - OrthoIndy & the Indiana Orthopedic Hospital	Indiana

Centrality of Program to Commission Approved Mission of the Institution

The mission of our institution is to educate the state's citizens through teaching, research, creative activity and community engagement. The development of the Masters of Science in Advanced Athletic Training will share the same mission. All graduate students will engage in some form of teaching (e.g., Preceptor for undergraduate athletic training students and/or teaching assistant); are required to complete a data-base research project; and will be providing

athletic training services to our community local high schools, small colleges, orthopedic clinics, and physical therapy clinics.

Relationship of the proposed program to existing programs at the proposing institution:
We currently have a strong relationship with the USC School of Medicine and the Department of Exercise Science in the Arnold School of Public Health. Since our MS in Physical Education with an emphasis in Athletic Training allowed for several electives, for many years our students have been taking courses in both the School of Medicine and the Department of Exercise Science. The MCAB 710 (gross anatomy) course has been a option for our students and we hope to continue that relationship in the future. Gross anatomy is a required course for medical school students in addition to many other health care professions (e.g., physical therapy, physician assistant), therefore having the opportunity to engage in interdisciplinary collaborations is a strength for this program. Our students have also utilized many courses within Public Health's Health Promotion, Education and Behavior Department. Our students will continue to have curricular options within these disciplines in the newly reconstituted MS program. We believe it makes our program stronger and more marketable to be able to demonstrate interdisciplinary collaborations with such strong programs at USC.

List of Similar Programs in the State:
There are currently no MS degrees in Advanced Athletic Training in any of the universities or colleges in the state of South Carolina.

Assessment of extent to which the proposed program duplicates existing programs in the state and region:

A. Graduate Athletic Training students at other institutions in the state must seek degrees outside of athletic training (e.g., public health, exercise physiology, sports administration, etc.)

B. Proposed program offers an advanced degree in athletic training (new opportunity)

C. There are currently 7 "professional" entry level athletic training programs in the state of South Carolina (Charleston Southern University, College of Charleston, Erskine College, Lander University, Limestone College, Winthrop University, and The University of South Carolina). These programs also provide a great applicant pool and opportunity for a Master degree in Advanced Athletic Training. Most South Carolina colleges/universities have only a handful of graduate athletic training students.

D. Other "Post Professional" advanced athletic training programs are out of state (e.g., University of North Carolina-Chapel Hill, University of Oregon, and University of Kentucky); therefore, we will not be duplicating any existing programs in South Carolina.

6. Admission Criteria

Graduate students are admitted through a cooperative effort between The Graduate School and the College of Education. The College process is coordinated by the program Graduate Director. After reviewing the student's credentials, the program makes a recommendation to the Graduate School, who forwards the official notice of admission.

A. This program requires the GRE as part of the admission process, and adheres to the USC Graduate School minimum standards for acceptance (3.0 GPA and GRE-

Verbal 153 and Quantitative 144; submission of old GRE within 5 years of test date is acceptable with a minimum score of 1000 with 500 Verbal and 500 Quantitative). International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 Internet-based or 570 paper-based. The minimum acceptable overall band score on the IELTS International Academic Course Type 2 exam is 6.5. All candidates must have completed a "Professional" athletic training program at the undergraduate or graduate level (e.g., BS in Athletic Training or MS in Athletic Training)

B. In addition, all candidates must have successfully passed the Board of Certification for Athletic Training and be eligible for South Carolina State Certification.

7. Enrollment

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	**FALL**		**SPRING**		**SUMMER**	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015 – 16	30-38	270-342	30-38	270-342	0	0
2016 – 17	30-38	270-342	30-38	270-342	0	0
2017 – 18	30-38	270-342	30-38	270-342	0	0
2018 – 19	30-38	270-342	30-38	270-342	0	0
2019 – 20	30-38	270-342	30-38	270-342	0	0

Projected Total Enrollment Table Comments

1. The program is a two-year program. Number of students per year is represented as 2 cohorts. This includes 15-18 new students to the institution will enroll in the program each year.
2. New graduate students will enter the program in the fall semester;
3. Based on past history, there has been very little attrition between academic years (e.g., ~1-2 students every 3-4 years).
4. Students will take a full academic load; and no summer courses will be required.
5. Throughout the last few years 2011-2014 we have recruited graduate students from peer institutions such as: University of Connecticut, University of North Carolina Chapel Hill, The Ohio State University, The University of Texas, University of Georgia, Texas Tech University, The University of Alabama, and Louisiana State University.

Justification for Student Enrollment

Currently, there are 16 Post-Professional Advanced Athletic Training programs in the nation. Below is student enrollment along with faculty representation for 2011-2012 (institution blinded for CAATE annual report) and for 2013-2014 (Information obtained from current Program Directors, please note not all data was reported or collected). We are proposing to maintain ~30 graduate students in the program. We currently have ~35 graduate student enrolled in graduate programs. This enrollment is above average compared to the institutions below:

2012			
Institution	**FTE Faculty**	**Adjunct Faculty**	**Total # Students**
Institution 1	3.65	2	28
Institution 2	3.20	3	21
Institution 3	5.00	0	24
Institution 4	6.00	0	20
Institution 5	2.00	1	14
Institution 6	1.00	0	10
Institution 7	2.20	1	36
Institution 8	2.00	3	25
Institution 9	2.00	2	14
Institution 10	2.00	0	18
Institution 11	5.00	2	21
Institution 12	7.00	0	10
Institution 13	3.00	5	13
Institution 14	2.00	0	20
Institution 15	3.00	0	16
Institution 16	3.00	0	24

2013-2104				
Institution	**Other Programs**	**Research Required**	**# Faculty**	**Total # Students**
AT Still University	No	Thesis	7	21
California University of Pennsylvania	UG AT Program	Project/Thesis	8	21
Illinois State University	UG AT Program	Thesis	6	24
Indiana State University	UG AT Program	Project/Thesis		19
Indiana University	UG AT Program	Project		14
Michigan State University	UG AT Program	Thesis		
Ohio University	UG AT Program	Project/Thesis		33
Old Dominion University	NO	Project		24
Temple University	UG AT Program	??	5	10
University of Hawaii at Manoa	ELMS AT	Project/Thesis		15
University of Kentucky	NO	Thesis	4 3 adjuncts	24
UNC - Chapel Hill	UG AT Program	Thesis	8	20
University of Oregon	UG AT Program	Project/Thesis	3 15 adjuncts	13
University of Toledo	UG AT Program	Thesis		
University of Virginia	NO	Thesis	3	15
Western Michigan University	UG AT Program	Project	3	22

8. Curriculum

ADVANCED ATHLETIC TRAINING REQUIREMENTS (36 hours)

MS in Advanced Athletic Training		
ATEP 733	Evidence Based Practice in Medical Emergencies	(3)
ATEP 734	Evidence-Based Approach to Evaluation, Treatment, and Rehabilitation of Injuries	(3)
ATEP 735	Contemporary Issues in Athletic Training	(3)
ATEP 738	Advanced Athletic Training Practicum I	(3)
ATEP 739	Advanced Athletic Training Practicum II	(3)
ATEP 740	Evidenced Based Practice in Weight Management Assessment	(3)
MCBA 710	Special Topics in Gross Anatomy (Cadaver Anatomy)	(3)
MCBA 715	Cardiovascular Embryology (Cadaver Anatomy)	(3)

Research Requirements		
PEDU 770	Research Methods in Physical Education and Athletic Training	(3)
ATEP 798/799	Project/Thesis in Athletic Training	(3)
BIO 700	Introduction to Biostatistics	(3)

Professional Elective (Pick ONE) Can pick a different course it just needs to be approved by Graduate Director.		
ATEP 736	Advanced Treatment and Rehabilitation of Injuries	(3)
ATEP 737	Current Research in Athletic Training Education	(3)
PEDU 729	Study of Teaching Physical Education	(3)
PEDU 732	Instruction Behavior in Physical Activity	(3)
PEDU 750	History and Philosophy of Sport & PE	(3)
EXSC 700	Exercise and Public Health	(3)
EXSC 710	Behavioral Aspects of Physical Activity	(3)
EXSC 731	Mechanisms of Motor Skill Performance	(3)
EXSC 742	Clinical Exercise Testing	(3)
EXSC 780	Physiology of Exercise	(3)
DPT 750/751	Orthopedic Physical Therapy I & II	(3)

Proposed Masters Advanced Athletic Training Curriculum Progression
(36 Credit Hours)

FIRST YEAR – FALL SEMESTER	FIRST YEAR – SPRING SEMESTER
ATEP 735 – Contemporary Issues in Athletic Training 3 Credits **PEDU 770** – Research Methods in Physical Education & Athletic Training 3 Credits **BIOS 700** – Biostats or other stats option 3 Credits	**MCBA 710 – Special Topics in Gross Anatomy** 3 Credits **MCBA 715 – Cardiovascular Embryology** 3 Credits **ATEP 738 –** Advanced Athletic Training Practicum I 3 Credits
SECOND YEAR – FALL SEMESTER	**SECOND YEAR – SPRING SEMESTER**
ATEP 733: Evidence Based Practice in Medical Emergencies **3 Credits** **ATEP 734 –** Evidence-Based Approach to Evaluation, Treatment, and Rehabilitation of Injuries **3 Credits** **ATEP 739 –** Advanced Athletic Training Practicum II **3 Credits**	**ATEP 740:** Evidence Based-Practice in Weight Management Assessment **3 Credits** **ATEP 798** – Research Project in Athletic Training **3 Credits** **or** **ATEP 799 –** Thesis Preparation **Professional Elective** **3 Credits**

NEW COURSE DESCRIPTIONS:

ATEP 733: Evidence Based Practice in Medical Emergencies: Examination of common injuries and illnesses that lead to medical emergencies (e.g., sudden death) in sport and physical activity. This course includes critical analysis of research to determine prevention and treatment strategies. **(3 Credits-New Course)**

ATEP 738 – Advanced Athletic Training Practicum I: Provides advanced practical experience and the integration of evidence-based practice in the sports medicine settings. Course content will focus on graduate research project and topics related to athletic training education. (**3 Credits-New Course)**

ATEP 739 – Advanced Athletic Training Practicum II**:** Provides advanced practical experience and the integration of evidence-based practice in the sports medicine settings. Course content will focus on graduate research project and topics related to athletic training administration and management. (**3 Credits-New Course)**

ATEP 740: Evidence Based-Practice in Weight Management Assessment: Critical analysis of the current literature on weight control and health, metabolism, energy balance, and role of diet

and exercise in prevention and/or treatment in weight management in the physically active population. (**3 Credits-New Course)**

OTHER COURSE DESCRIPTIONS
ATEP 734 – Evidence-Based Approach to Evaluation, Treatment, and Rehabilitation of Injuries: Advanced study of the knowledge and skills involved in the evaluation of athletic injuries. **(3 Credits)**

ATEP 735 – **Contemporary Issues in Athletic Training**: Examination of issues shaping the athletic training profession with an emphasis on practical application and professional development. **(3 Credits)**

ATEP 798 – Research Project in Athletic Training: Independently executed project designed to expand the student's knowledge of physical education (**3 Credits)**

ATEP 799 – Thesis Preparation
PEDU 770 – Research Methods in Physical Education & Athletic Training: A study of applicable methods and tools of research in physical education and athletic training. (**3 Credits)**

BIOS 700 – **Introduction to Biostatistics:** Health-related statistical application. Descriptive statistics, probability, confidence intervals, hypothesis testing, regression, correlation, ANOVA.
(**3 Credits)**

MCBA 710 – Special Topics in Gross Anatomy: Advanced study of one region of the body with special emphasis on detailed anatomy, normal variation, surgical procedures, original research, embryology, and teaching methods. (**3 Credits)**

MCBA 715 – Cardiovascular Embryology: Advanced study of the essential features of human development, clarifying the gross anatomical features and giving emphasis to recent advances in human embryology. (**3 Credits)**

<u>POSSIBLE PROFESSIONAL ELECTIVES</u>

ATEP 736 - Advanced Treatment and Rehabilitation of Athletic Injuries
Credits: 3
Advanced study of the treatment of athletic injuries focusing on the concepts and principles of a comprehensive rehabilitation program, including therapeutic exercise and therapeutic modalities.

ATEP 737 - Current Research in Athletic Training Education
Credits: 3
Examination of current literature in athletic training education as it pertains to the clinical and didactic experiences of athletic training students, clinical instructors, and practicing professionals.

9. Assessment

The development of the assessment is consistent with other program assessment plans in the College of Education. The following is integrated in the plan:

1. Program Admission Criteria (e.g., GRE, GPA, and passing of the Board of Certification for Athletic Trainers)

2. Program Evaluation
3. Student Effectiveness
    a. Student Learning
    b. Student Performance other than classroom (e.g., teaching, administrative, clinical, and/or research project)
    c. Graduation Rates
    d. Publications of Student Work (e.g., abstracts, manuscripts)
    e. Presentations by students, alumni, and employer surveys
    f. Accomplishments of Program Alumni
    g. Job Placement Report

A Data Summary Report will be summarized by the program every fall semester by the Graduate Program Director and the Office of Quality Assurance. These annual reports on data from surveys of athletic training students, graduate supervisors and data from survey graduates will be analyzed with recommendations for program change annually. The Graduate Athletic Training Program Director and the Athletic Training Clinical Education Coordinator will collect and maintain records for all athletic training graduate students. Data will be collected on all students who are accepted into the Advanced AT program. A summary of data collection at admission, mid-point, and at end of the program will be prepared by the Athletic Training Program Director for each cohort group of students admitted to the Advanced AT program. The data will be evaluated by the Athletic Training Program Committee (AT Area Head, AT Graduate Program Director, AT Clinical Education Coordinator, Department Chair, and other associated AT faculty) to determine if admission standards need to be strengthened or the curriculum can be changed to strengthen areas of weak performance either didactically or clinically. During the evaluation of graduate student performance data, the Athletic Training Program Committee will also evaluate potential curriculum changes needed to remain in compliance with JRC-AT and Commission on Accreditation for Athletic Training Education (CAATE) “Post Professional” standards.

10. Faculty

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Associate Professor #1	PhD, ATC	Athletic Training and Exercise Physiology	YES
Assistant Professor #1	PhD, ATC	Athletic Training and Kinesiology	YES
Assistant Professor #2	PhD, ATC	Currently have a search for this position. But will have Athletic Training Background and terminal degree	TBA
Clinical Associate Professor	PhD, ATC	Athletic Training and Education	YES
Clinical Assistant Professor #1	PhD, ATC	Athletic Training and Education	YES
Clinical Assistant Professor #2	PhD, ATC	Athletic Training and Exercise Physiology	YES

a) The Department of Physical Education and Athletic Training has already been approved to hire an Assistant Professor/Tenure Track faculty position. This faculty member will start in the Fall of 2014.

b) Associate Professor #1 is currently the Graduate Program Director for the MS in Physical Education w/ emphasis in Athletic Training; and they would assume the same role for the MS in Advanced Athletic Training. Assistant Professor #1 is currently the Athletic Training Room Research Lab Coordinator for the existing MS, and they would assume the same role for the MS in Advanced Athletic Training. Clinical Assistant Professor #2 is currently the Athletic Training Clinical Education Coordinator for the existing MS, and would assume the same role for the new program. No new administrative roles will be assigned.

c) The tenure-track position workload is based on 12 credit hours: 6 hours teaching, 3 teaching, and 3 hours service. Clinical faculty have an increased teaching load, although they will engage in research through chairing Master Research Projects, as well as pursuit of their own line of focused research as it relates to athletic training. Per the Commission on Accreditation for Athletic Training Education (CAATE) "Post Professional" programs, the Program Director's administrative and supervisory

responsibilities must be recognized in terms of release/reassigned time for other departmental responsibilities. The amount of release time should be consistent with departmental or institutional policy and appropriate for the administrative responsibilities of the program director. This release time will be determined by the Department Chair on an annual basis.

Athletic Trainers certified through the Board of Certification are all required to complete 75 continuing education hours every 3 years to maintain their Board Certification. This includes but is not limited to attending professional conferences, completing continuing education online modules, publishing manuscripts and abstracts, and presenting at local, regional and national conferences.

d) Institutional definition of full-time equivalent (FTE): Full-time (12 months = 1.00 FTE); Full-time (11 months = 0.938 FTE); Full-Time (10.5 months = 0.8653 FTE); Full-Time (9 month = .75 FTE).

Table C – Unit Administration, Faculty & Staff Support

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	**NEW**		**EXISTING**		**TOTAL**	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2015 – 16			1	0.125	1	0.125
2016 – 17			1	0.125	1	0.125
2017 – 18			1	0.125	1	0.125
2018 – 19			1	0.125	1	0.125
2019 – 20			1	0.125	1	0.125
Faculty						
2015 – 16			6	.75	6	.75
2016 – 17			6	.75	6	.75
2017 – 18			6	.75	6	.75
2018 – 19			6	.75	6	.75
2019 – 20			6	.75	6	.75
Staff (Administrative Assistant Support)						
2015 – 16			2	.4	2	.4
2016 – 17			2	.4	2	.4
2017 – 18			2	.4	2	.4
2018 – 19			2	.4	2	.4
2019 – 20			2	.4	2	.4

Assumes tenure track 2/2 load with remaining portion of time in research and service; 12.50% of tenure track faculty time. Assumes clinical faculty 4/4 load. Assumes administrative support at 20% of time.

11. Physical Plant

The College of Education has been very supportive of the Athletic Training Programs over the last few years. We are currently located in the Blatt PE Center, in space vacated by the recently departed Dance program. The College of Education supported the renovation of one clinical lab classroom and one lecture classroom that is devoted to Athletic Training. This renovation was approved in the Fall of 2012 and completed in the Fall of 2013. In addition, we have one other clinical classroom available for use of undergraduate and graduate students as well. This classroom has been dedicated since the start of the program around 1998. With the development of these new classrooms, we have not had any space issues with scheduling both our undergraduate and graduate courses. We do not see the need for additional classroom space in the next 5 years.

12. Equipment

Given that our undergraduate athletic training program started in 1990, and the existing Master's program with concentration in 2005, we have been well supported by our College and the Department for major supply and equipment items. As the current proposal is not for a wholly "new" program in the standard sense, we have the advantage of a good deal of existing equipment. Any new equipment needs will be covered by course fees and occasional reallocation of departmental funds.

13. Library Resources

a) The Thomas Cooper Library collection of current journals, e-journals and text books related to the medical field is quite comprehensive. Key journals for the advanced athletic training program include the Journal of Athletic Training, Medicine and Science in Sport and Exercise, Advances in Exercise and Sport Physiology, Exercise and Weight Management, International Journal of Sport and Exercise Psychology, Journal of Applied Physiology: Respiratory, Environmental and Exercise Physiology, Journal of Sport and Exercise, Psychology of Sport and Exercise, Athletic Training Education Journal, College Athletics and Law, BMC Sport Science, Medicine, and Rehabilitation; British Journal of Sports Medicine, Advances in Eating Disorders, Eating and Weight Disorders, Eating Behavior, Eating Disorders, International Journal of Eating Disorders, Journal of Eating Disorders, Body Image, among others. We do foresee only minimal additional costs to update library holdings within the next 5 years.

b) Like the students in the existing MS degree, students in the new program will avail themselves of the e-journals accessible through the statewide higher education electronic library (PASCAL).

14. Accreditation, Approval, Licensure, or Certification

"Post Professional" Advanced Athletic Training Programs are accredited through the Commission on Accreditation for Athletic Training Education (CAATE). There are currently 16 "Post Professional" Accredited Advanced Athletic Training Programs across the country, and, as noted above, this will be the first in the state of South Carolina. The program intends to pursue accreditation 2 years after the proposed degree is approved. Two years will be necessary in order

for the program to compile sufficient assessment data necessary for accreditation. We anticipate initial accreditation 2017-2018 fiscal years if the program starts in the Fall of 2015.

Note: States with "Post Professional CAATE Accredited Programs: Arizona, California, Illinois, Indiana, Michigan, Virginia, Hawaii, Kentucky, North Carolina, Oregon, and Ohio.

There are three major components to the CAATE accreditation process:

1. A self-evaluation (self-study) report submitted to CAATE.

2. A peer review of the self-study and the institution during an onsite visit to confirm the accuracy of the self-study and gather additional evidence of quality.

3. A recommendation by the Post-Professional Review Team to CAATE who will make a final decision regarding accreditation.

15. Articulation

The proposed program will be the first in the State of South Carolina; therefore we cannot link to similar programs offered by other institutions in the state. Most athletic trainers do not pursue a terminal degree; however we believe our proposed program will prepare those that wish to pursue a terminal degree (e.g., PhD, EdD).

16. Estimated Costs and Sources of Financing

Estimated costs for the proposed degree are based on projections from the actual costs of the existing degree (MS in Physical Education w/ emphasis in Athletic Training). The same curriculum as in the current program will be utilized in the MS in Advanced Athletic Training. Costs pertaining to existing faculty and equipment, and course fees that have already been established, will continue, and are projected for the new iteration of the program.

Table D–Estimated Costs and Sources of Financing by Year

ESTIMATED COSTS BY YEAR						
CATEGORY	**1st**	**2nd**	**3rd**	**4th**	**5th**	**TOTALS**
Program Administration (Program administrator is a faculty member)	10,738	10,738	10,738	10,738	10,738	53,690
Faculty Salaries	60,100	60,100	60,100	60,100	60,100	300,500
Clerical/Support Personnel	10,000	10,000	10,000	10,000	10,000	50,000
Supplies and Materials	11,000	11,000	11,000	11,000	11,000	55,000
Library Resources						0
Equipment	11,000	11,000	11,000	11,000	11,000	55,000
Facilities						0
Other (Identify)						0
TOTALS	102,838	102,838	102,838	102,838	102,838	514,190
SOURCES OF FINANCING BY YEAR						
Tuition Funding	209,520	209,520	209,520	209,520	209,520	1,047,600
Program-Specific Fees	19,500 Fees currently pending approval	19,500	19,500	19,500	19,500	97,500
State Funding						0
Reallocation of Existing Funds						0
Federal Funding						0
Other Funding (Specify)						0
TOTALS	229,020	229,020	229,020	229,020	229,020	1,145,100

Year 1 Assumes 15 students @ 9 hrs each semester at resident graduate rate $485/hr
Year 2-5 Assumes 24 students @ 9 hrs per semester at resident graduate rate $485/hr
Source of Funds includes reallocation of existing revenue and resources from current program.