

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

Executive Summary

The University of South Carolina Columbia requests approval to offer a program leading to the Master of Science in Athletic Training to be implemented in May 2019 through traditional instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	7/11/18	Not Applicable
ACAP Consideration	9/27/18	<p>Representatives from the University of South Carolina (USC) introduced the proposal, citing the accreditation requirement of the Athletic Training Strategic Alliance for all accredited baccalaureate programs to transition to graduate level programs to maintain accreditation. As the proposed program is implemented, the institution would begin its teach-out protocol for the current bachelor's level athletic training degree.</p> <p>The Advisory Committee on Academic Programs (ACAP) discussed the proposed program, including revised 2015 accreditation requirements, enrollment, employment, and student fees. Representatives verified the program's historically robust enrollment and job placement. Accreditor information affirmed that the graduate level degree was required to improve patient outcomes through better-prepared program completers. USC representatives noted requirements for advanced degrees is a trend across other healthcare disciplines including nursing and physical therapy. Student fees cover costs associated with field placements, including liability (as nursing programs require) and workman's compensation. Since the current Master of Science in Advanced Training is offered only to students who are already certified, USC will terminate this program along with the bachelor's level program to ensure all students satisfy accreditation and certification requirements.</p> <p>After remaining discussion, ACAP voted to recommend approval of the program. Staff transmitted remaining questions for additional clarity.</p>
Comments and suggestions from CHE staff sent to the institution	10/1/18	Staff requested the proposal be revised to include explanations provided at ACAP about fees.
Revised Program	10/8/18	The revised proposal satisfactorily addressed the requests.

Stages of Consideration	Date	Comments
Proposal Received		
CAAL Consideration	10/25/18	<p>University of South Carolina representatives explained the need for the proposed program: specifically, the accreditation requirement for master’s degree level programs, which will improve patient outcomes through better-prepared program completers. According to CAATE (the Commission on Accreditation of Athletic Training Education, a member of the Athletic Training Strategic Alliance), bachelor’s degree programs may not admit nor enroll students beyond Fall 2022. Representatives highlighted the strengths of the current programs at USC as compared nationally, and plans to sunset extant programs, which would no longer satisfy accreditation requirements to prepare trainers for certification and practice.</p> <p>Committee members inquired about 1) the impact of the transition on statewide needs (i.e., producing enough athletic trainers (AT’s) to service SC high schools and colleges); 2) stakeholder engagement at the K-12 level; 3) current recruitment, hiring, and retention practice; and 4) the proposed implementation timeline.</p> <p>USC representatives noted statewide need would not be adversely impacted by the degree transition, adding that the requirement is in line with other healthcare disciplines, including nursing and physical therapy. Representatives explained many AT’s possess the master’s degree and that the demographic of AT’s trained and certified only at the bachelor’s degree level is trending toward retirement already. Representatives explained that anticipated salaries commensurate with the master’s degree would not price out school districts from recruiting them, and that program transition now would help program implementation and recruitment to remain ahead of the mandated accreditor timeline.</p> <p>The committee emphasized its concern for K-12 stakeholder engagement to provide assurances that the transition to master’s degrees would not adversely impact secondary and postsecondary sports health needs.</p> <p>With no further discussion, the committee agreed to convene a quorum to consider the proposed program at a called CAAL meeting in November 2018.</p>
CAAL Consideration	11/1/18	<p>Committee members reiterated concern about potential adverse impact on statewide need. USC representatives cited data suggesting statewide need would not be adversely impacted. The committee moved unanimously to postpone proposal consideration to allow for K-12 stakeholder engagement to ensure the transition is not adverse, with a called committee meeting not later than December in anticipation of January 2019 Commission consideration.</p>
CHE staff inquiry	11/2/18	<p>Commission staff initiated committee inquiry with the S.C. Department of Education (SCDE), the S.C. High School League</p>

Stages of Consideration	Date	Comments
		(SCHSL), and high school athletic directors to better determine the impact on state need, and with USC and the accreditor to understand program feasibility. Representatives from SCDE and SCHSL noted the proposed transition to the master's program would be advantageous for the state, citing the many hours of additional training AT's at the bachelor's level need to pursue now. They explained numerous AT's work for physicians' groups and are contracted with local school districts instead of employment as an FTE of districts. The SCHSL executive director cited this recruitment model as helping significantly with placement and offsetting costs statewide. In addition, he noted the move to the master's level as likely incentivizing recruitment into the profession, which helps mitigate potential attrition, and stated that current needs are beyond high school games but include the need for more AT's at high school practices, and at practice and games beyond high school varsity level (e.g., Jr. varsity, middle grades, etc.). He added that current emphasis on head injury interventions such as concussion protocols stress the need for more AT's and more who are highly trained (i.e., graduate level).
Revised Program Proposal Received	11/9/18	USC submitted a revised proposal with data and explanations in support of information provided at the 11/1/18 meeting.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to the Master of Science in Athletic Training to be implemented in May 2019.

University of South Carolina Columbia Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2017	4,694 (56.09%)/3,675 (43.91%)
Number of Approved Programs in 10 Yrs. (FY 2007- 2017)	41
Number of Terminated Programs in 10 Yrs. (FY 2007- 2017)	51

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field ¹	2016 Median Income ²	2016 Estimated Employment ³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	\$45,440	114,248	126,874	12,626	1.05%	11.05%

¹ "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available.

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Since 1991, the University of South Carolina has offered a professional accredited Advanced Athletic Training (AT) program. Graduates from the BS degree in AT have served as athletic trainers at a variety of settings across the state of South Carolina, the nation, and the world. The AT program at USC has a strong reputation and is widely recognized as one of the top programs in the country. This program is the longest standing accredited AT program in SC and one of the largest in the country. Our average cohort size is 24, almost double the national average.

The AT Strategic Alliance is made up of the Board of Certification (BOC), National Athletic Trainers' Association (NATA), NATA Foundation, and the Commission on Accreditation of Athletic Training Education (CAATE). On May 20, 2015, the Strategic Alliance, led by the CAATE announced the professional degree for AT would move from the Bachelors to Masters level. So all accredited athletic training programs will now need to move to the graduate level and meet CAATE-accreditation requirements. Therefore, it is necessary to terminate the current BS in AT and create a new Masters of Science (MS) in AT that will certainly continue to fit the mission of USC. The AT program at USC:

- a) provides a valuable resource for the State of SC by providing numerous ATs to high schools, middle schools and recreation leagues that continue to need medical staffing, and
- b) is a strong academic program based on criteria such as placement of graduates, certification exam statistics, faculty scholarship, and quality of clinical education sites.

The target audience will continue to be students interested in a healthcare/sports science related profession such as athletic training, sports medicine, orthopedics, physical therapy, occupational therapy, kinesiology, or exercise science. The AT program is located within the Arnold School of Public Health and Department of Exercise Science. USC's sport science programs are ranked No. 1 in the United States for the second year in a row (2016, 2017), and No. 4 in the world by Shanghai Ranking's Global Ranking of Sport Science Schools and Departments.

To help alleviate any concerns that the decision to move the certification for ATs from the bachelors to masters level will have a negative impact on the K-12 system in South Carolina and to assist in approving the new MS AT program on a timely basis, the following facts and statistics are provided.

- 1) The Strategic Alliance has already made the decision to move the initial certification point of ATs to the graduate level. This is a national issue that was initiated several years ago and vetted through national, district, and state athletic training meetings, including several opportunities for open public comment. Therefore, if students now want to become a certified athletic trainer, they must earn an MS degree.
- 2) The Board of Certification, Inc. (BOC) is the credentialing agency that provides a certification program for the athletic training profession. It is the only accredited certification program for ATs in the United States and has mutual recognition agreements with Canada and Ireland. After discussion with the BOC staff, it was noted that it is not possible for the BOC to create two separate routes to AT certification, one for the secondary schools (BS level) and one for colleges (MS level).
- 3) Statistics show that the frequency of injuries being more at the high school level than the university level is simply inaccurate, due to the increased number of sports teams and athletes. In all sports, however, collegiate athletes had a higher rate of concussion than high school athletes, but concussions represented a higher proportion of all injuries sustained by high school athletes. Other summary data

note a total of 11,899 and 30,122 No Time Loss (NTL) injuries were reported in collegiate and high school student-athletes, respectively. The proportion of NTL injuries in high school student-athletes (80.3%) was 1.61 times greater than that of collegiate student-athletes (49.9%; 95% CI = 1.59, 1.63). The NTL injury rate in high school student-athletes (8.75/1000 athlete-exposures [AEs]) was 2.18 times greater than that of collegiate student-athletes (4.02/1000 AEs; 95% CI = 2.13, 2.22). Men's ice hockey (5.27/1000 AEs) and boys' football (11.94/1000 AEs) had the highest NTL injury rates among collegiate and high school athletes, respectively.

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2140075/>).

<http://www.natajournals.org/doi/abs/10.4085/1062-6050-52.2.15>

- 4) A large number of athletic trainers working at high schools are employed by hospital systems. Greenville Hospital and Palmetto Health Hospital systems combine to hire more than 80 athletic trainers to help serve in high schools and middle schools.
<https://www.ghs.org/healthcareservices/orthopaedics/clinics-programs/sports/atc-network/>
- 5) Recent NATA statistics indicate that only 18% of ATs work in the secondary school setting.
<https://www.nata.org/about/athletic-training/job-settings>
- 6) Recent NATA statistics indicate that well over 70% of all certified athletic trainers already have a graduate degree. <https://www.nata.org/about/athletic-training/education-overview>
- 7) The Bureau of Labor Statistics notes that the industries with the highest levels of employment for athletic trainers is only 3% for schools, yet colleges/universities have a high concentration of athletic trainers at 18% and other health practitioners are 48%.
<https://www.bls.gov/oes/2017/may/oes299091.htm#top>

Also, on December 15, 2016 USC submitted a Notification of Termination of the BS in Athletic Training and developed a teach out plan due to these same accreditation standards. On February 3, 2017, USC received approval from CHE for the termination of the BS in AT.

Additional Clarification on AT degrees at USC

For clarification, the current Bachelor's degree in AT at USC is in teach out phase and there are only juniors and seniors remaining. Most AT programs in the Country are in the process of teaching out Bachelors programs as mandated by the Strategic Alliance. In addition, the current Advanced AT degree at USC will also be terminated, as there will be no more athletic trainers certified at the bachelors level who can then get an advanced MS degree, since the entry point for certification will be at the masters level.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

There are currently 385 CAATE-accredited AT programs in the country and 6 in the state of South Carolina. It is estimated that the transition from the BS to MS level will result in a reduction in approximately half of the AT programs in the country and based on recent discussions only 3 AT programs plan to remain in SC. There are 94 AT programs currently on probation from CAATE for failure to meet the required 70% 1st time certification passing rate. Last year (2017) USC's AT program's 1st time certification passing rate was 100% and UC's 3- year aggregate is 96%. There will be an increase in demand for quality AT programs as many programs will be unable to transition from the BS to MS level.

The demand to attend USC for AT is already high and has been for many years. USC's AT program is by far the largest program in SC and one of the largest programs in the country. Based on the 2017 CAATE newsletter,

the average program enrollment for AT programs is 36 and USC’s average program enrollment is 81. The national average admitted cohort size is 14 and USC’s average admitted cohort is 36. The national average number of clinical preceptors is 31.9 and USC’s average number of clinical preceptors is 86. The average number of clinical education sites is 15.3 and USC’s average number of clinical education sites is 40. The USC athletic training program is large, but it is also high quality as seen by our certification passing rates and job placements across SC.

The need for athletic trainers in secondary schools, youth sport leagues, colleges, and even industry has been well-documented. It has been estimated that in the past 10 years, the number of ATs covering athletic events at secondary schools has risen from 50% to 85%. The current national debate on the impact of athlete concussions will continue to drive administrators at secondary schools to seek medical professionals (athletic trainers) to provide appropriate healthcare for their athletic teams and avoid potential liability.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding. N/A

Employment Opportunities

Bureau of Labor Statistics (US Department of Labor): Occupational Employment and Wages, May 2017
 29-9091 Athletic Trainers: Evaluate and advise individuals to assist recovery from or avoid athletic-related injuries or illnesses, or maintain peak physical fitness. May provide first aid or emergency care.

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)
25,010	2.5 %	(4)	\$48,630	0.7 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Annual Wage (2)	\$30,740	\$38,250	\$46,630	\$57,160	\$69,530

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	5,310	0.18	(4)	\$49,000
General Medical and Surgical Hospitals	4,510	0.08	(4)	\$47,220
Offices of Other Health Practitioners	4,230	0.48	(4)	\$44,550
Elementary and Secondary Schools	2,870	0.03	(4)	\$58,170
Other Amusement and Recreation Industries	2,680	0.21	(4)	\$44,900

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	850	0.60	(4)	\$59,240
Offices of Other Health Practitioners	4,230	0.48	(4)	\$44,550
Other Amusement and Recreation Industries	2,680	0.21	(4)	\$44,900
Colleges, Universities, and Professional Schools	5,310	0.18	(4)	\$49,000
Offices of Physicians	2,420	0.10	(4)	\$46,970

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Promoters of Performing Arts, Sports, and Similar Events	50	0.04	(4)	\$66,770
Spectator Sports	850	0.60	(4)	\$59,240
Elementary and Secondary Schools	2,870	0.03	(4)	\$58,170
Other Ambulatory Health Care Services	40	0.01	(4)	\$52,840
Management of Companies and Enterprises	80	(7)	(4)	\$52,600

Summary from US Department of Labor: Occupational Outlook Handbook (access 4/17/2018)

2017 Median Pay	\$46,630 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	27,800
Job Outlook, 2016-26	23% (Much faster than average)
Employment Change, 2016-26	6,300

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.

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Based on data from the US Department of Labor and Bureau of Labor statistics, employment of athletic trainers is projected to grow 22 percent from 2016 to 2026, much faster than the average for all occupations. Demand for ATs is expected to increase as people become more aware of the effects of sports-related injuries, specifically concussions. The effects of concussions are particularly severe and long lasting for child athletes. Although concussions are dangerous at any age, children's brains are still developing and are at risk for permanent complications. Some states require public secondary schools to employ ATs as part of their sports programs. Because ATs are usually onsite with athletes and are often the first responders when injuries occur, the demand for ATs in schools should continue to increase. In addition, the middle-aged and older population remains active and will ultimately deal with a variety of musculoskeletal issues that can be addressed by ATs. Employment opportunities for ATs in non-traditional settings such as industry, and the military are also increasing because of the skill-set an AT can provide to their population.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019	15 1 st cohort		15 1 st cohort
2020	15 1 st cohort 20 2 nd cohort	15 1 st cohort	15 1 st cohort 20 2 nd cohort
2021	20 2 nd cohort 25 3 rd cohort	15 1 st cohort 25 2 nd cohort	20 2 nd cohort 25 3 rd cohort
2022	25 3 rd cohort 30 4 th cohort	20 2 nd cohort 25 3 rd cohort	25 3 rd cohort 30 4 th cohort
2023	30 4 th cohort 30 5 th cohort	25 3 rd cohort 30 4 th cohort	30 4 th cohort 30 5 th cohort

Explain how the enrollment projections were calculated.

Based on previous enrollment of the Athletic Training program at the undergraduate level. This program is the longest standing accredited AT program in SC and one of the largest in the country. Our average cohort size is 24, almost double the national average.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

ATCAS is a service of the Commission on Accreditation of Athletic Training Education (CAATE) and is administered by Liaison International, an education information technology company located in Watertown, MA. Liaison International also administers SOPHAS, CSDCAS, PTCAS, and HAMPCAS in which the University of South Carolina and the Arnold School of Public Health currently participate. The Office of Graduate Student Services will export data from ATCAS to load to Banner as is currently done for the other Arnold School of Public Health centralized application programs. ATCAS is a national online portal that allows students to select programs and submit one application that includes all the necessary materials. It gives AT programs exposure to a broader national spectrum of applicants and enables students to apply to multiple programs using a single online application. ATCAS provides online access to rich applicant data including GPAs, test scores, demographic information, and other academic criteria to conduct analyses and make better admissions decisions.

Curriculum

New Courses

List and provide course descriptions for new courses.

Article I. **Course Descriptions for New Courses**

Course	Description
ATEP 700 Principles of Athletic Training (2cr)	Examination of the athletic training profession and role of the athletic trainer as a healthcare provider within the larger context of a changing healthcare system.
ATEP 701 Principles of Evidence- Based Medicine (3cr)	Development of essential skills for integrating evidence into healthcare practice. Students will learn how to explore critical questions by accessing, interpreting, evaluating, and integrating relevant research literature in healthcare.
ATEP 711 Clinical Experiences in Athletic Training I (3cr)	A 350-hour clinical education experience to develop clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area of clinical practice, specifically assessment, treatment and rehabilitation of lower/upper extremity injuries will be measured via formative and summative assessment that employs quantitative measures.
ATEP 712 Clinical Experiences in Athletic Training II (2cr)	A 150-hour clinical education experience to develop the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area of clinical practice, specifically assessment, treatment and rehabilitation of non-orthopedic conditions will be measured via formative and summative assessment that employs quantitative measures.
ATEP 713 Clinical Experiences in Athletic Training III (2cr)	A 150-hour clinical education experience to develop the clinical skills of practicing Athletic Training professionals in a mentor guided model. Improvement in selected areas of clinical practice, specifically prevention and management of medical emergencies in athletic settings will be measured via formative and summative assessment that employs quantitative measures.
ATEP 714 Clinical Experiences in Athletic Training IV (3cr)	A 350-hour clinical education experience to develop the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area of clinical practice, specifically behavioral health and wellness of patients will be measured via formative and summative assessment that employs quantitative measures.
ATEP 715 Clinical Experiences in Athletic Training V (5cr)	A 450-hour clinical education immersive experience to develop clinical skills of the practicing Athletic Training professional in a setting preferred by the student. Improvement in a selected area of clinical practice will be measured via formative and summative assessment that employs quantitative measures.
ATEP 730 Behavioral Health & Wellness (3cr)	Integration of physiological, psychological, and social constructs in relationship to physical performance and clinical decision making to enhance patient care. Specific focus will be on understanding individual differences in behavior in the areas of physical fitness, nutrition, and mental health.
ATEP 732 Emergency Management Practices in Athletic Training (3cr)	Examination of common injuries and illnesses that can cause medical emergencies in sport and physical activity. The majority of the class will be analyzing research related to these conditions to determine prevention and treatment strategies. Education, gender issues, politics, and media will also be a

ATEP 741 Advanced Clinical Skills in Athletic Training (3cr)	This course is designed to assess the advanced clinical skills of graduate athletic training students in their ability to evaluate, manage and prevent athletic injuries. The content of this course will focus on advanced athletic training clinical skills and evidence-based practice.
--	--

ATEP 748 Evaluation & Therapeutic Intervention of Lower Extremity Injuries (4cr)	Study of the lower extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.
ATEP 749 Evaluation & Therapeutic Intervention of Head, Neck & Spine Injuries (4cr)	Study of the Head, Neck and Spine as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.
ATEP 750 Evaluation & Therapeutic Intervention of Upper Extremity Injuries (4cr)	Study of the upper extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.
ATEP 796 Athletic Training Administration (3cr)	Examination of fundamental principles of administration and assessment of the delivery of athletic training services in the context of the larger health care system. Specific focus business management principles associated with athletic training clinical practice and as well as leadership and professional development to achieve the best patient outcomes.
ATEP 797 Clinical Pathology & Pharmacology in Athletic Training (2cr)	Examination of injury, illness and/or disease of various body systems; specific understanding of medical diagnostics, interventions (including pharmacology) and participation considerations for the athletic population are addressed.
BMSC 740 Human Anatomy for Health Sciences (6cr)	Instruction in normal human anatomy and embryology, as well as pathological variations during disease states, to include advanced anatomical imaging techniques such as radiography and ultrasonography.
EXSC 742 Clinical Exercise Testing (1cr)	Study of the procedures involved in screening and testing persons with varying levels of functional work capacity.
EXSC 783 Research Seminar in Exercise Physiology (1cr)	Presentation and discussion of current research topics in exercise physiology.
PUBH 678 Transforming Health Care for the Future (1cr)	Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.
PUBH 700 Perspectives in Public Health (3cr)	Seminar-format orientation to history, mission, and core services and disciplines of public health to develop understanding of current public health practice and how many health-related disciplines contribute to achieving public health goals.

Total Credit Hours Required:

Year 1

Summer 1		
BMSC 740	Human Anatomy for Health Sciences	6
ATEP 700	Principles of Athletic Training	2
ATEP 701	Principles of Evidence-Based Medicine	3
Fall 1		
ATEP 748	Evaluation & Therapeutic Intervention of Lower Extremity Injuries	4
ATEP 750	Evaluation & Therapeutic Intervention of Upper Extremity Injuries	4
EXSC 742	Clinical Exercise Testing	1
EXSC 783	Research Seminar in Exercise Physiology	1
Spring 1		
ATEP 749	Evaluation & Therapeutic Intervention of Head, Neck & Spine Injuries	4
ATEP 797	Clinical Pathology & Pharmacology in Athletic Training	2
PUBH 678	Transforming Health Care for the Future	1
ATEP 711	Clinical Experiences in Athletic Training I	3
Total		31

Year 2

Summer 2		
ATEP 730	Behavioral Health & Wellness	3
ATEP 712	Clinical Experiences in Athletic Training II	2
ATEP 713	Clinical Experiences in Athletic Training III	2
Fall 2		
ATEP 732	Emergency Management Practices in Athletic Training	3
ATEP 741	Advanced Clinical Skills in Athletic Training	3
ATEP 796	Athletic Training Administration	3
ATEP 714	Clinical Experiences in Athletic Training IV	3
Spring 2		
ATEP 715	Clinical Experiences in Athletic Training V	5
PUBH 700	Perspectives in Public Health	3
Total		27

Total Credit Hours Required: 58 credit hours

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Master of Athletic Training		Charleston Southern University	Is a CAATE-accredited athletic training program in good standing.	CSU is the only CAATE-accredited graduate level athletic training program in the South Carolina. CSU traditionally has a smaller program with 22 graduating students over the last 3 years (avg 7.3 students). I believe their 1 st cohort of graduate level AT students was approximately 7 students.
Bachelor of Science in Athletic Training		Winthrop University	Is a CAATE-accredited athletic training program in good standing currently at the Bachelors level. My understanding is that they plan to transition their Bachelors program to the Graduate level in the next few years	Winthrop is a smaller athletic training program with an average cohort size of 10 students. USC's average cohort size is 24 students.
Bachelor of Science in Athletic Training		College of Charleston		It appears that College of Charleston is terminating their athletic training program. From their website: <i>As of June 1, 2016, students will no longer be able to declare athletic training as a major at the College of Charleston.</i>
Bachelor of Science in Athletic Training		Erskine College		Erskine College is dropping their athletic training program. From their website: <i>Erskine has voluntarily withdrawn from CAATE- accreditation active June 1, 2020. A teach out plan is in place and the program is no longer accepting new applications to the athletic training program.</i>

Bachelor of Science in Athletic Training		Limestone College	Is currently a CAATE-accredited athletic training program in good standing at the Bachelors level.	Limestone is a smaller athletic training program with an average cohort size of 4 students. USC's average cohort size is 24 students.
Master of Advanced Athletic Training		University of South Carolina Columbia		This degree was initially designed for students who completed a BS degree in Athletic Training to be able to earn an advanced degree. Due to the decision by the Strategic Alliance to move the AT degree from the BS to MS level, after the teach out plan for BS degrees in AT, there will be no more BS degrees in AT. Therefore, this degree will be terminated at that time.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Clinical Associate Professor Full-Time	ATEP 700 (2) Principles of AT (summer) ATEP 796 (3) Athletic Training Administration (fall) ATEP 749 (4) Evaluation & Therapeutic Intervention of Head, Neck & Spine Injuries (spring)	PhD, ATC Kinesiology	Program Director has been the program director for the professional athletic training program (current BS in Athletic Training) since 2000. The Clinical Associate Professor has 17 years of experience running AT programs and will continue to do so as the AT program transitions to the masters level.
Clinical Assistant Professor Full-Time	ATEP 711 (3) Clinical Experiences in AT I (spring) ATEP 712 (2) Clinical Experiences in AT II (summer) ATEP 713 (2) Clinical Experiences in AT III (summer) ATEP 714 (3) Clinical Experiences in AT IV (fall) ATEP 715 (5) Clinical Experiences in AT V (spring)	MS, ATC Athletic Training	Clinical Education Coordinator currently serves as the clinical education coordinator for the BS in Athletic Training program. The Clinical Assistant Professor has 5 years of experience in coordinating clinical experiences for AT students here at USC, and will continue to do the same as the AT program transitions to the masters level. The responsibilities for the new MS degree will be to oversee all the clinical classes.
Clinical Assistant Professor Full-Time	ATEP 748 (4) Evaluation & Therapeutic Intervention of Lower Extremity Injuries (fall) ATEP 741 (3) Advanced Clinical Skills in Athletic Training (fall) ATEP 701 (3) Principles of Evidence-Based Medicine (summer)	PhD, ATC Exercise Physiology	Clinical Assistant has taught in the athletic training program here at USC for the past 6 years. They have taught courses in AT at the undergraduate and graduate level here at USC. The area of expertise is in exercise physiology and lower extremity assessment and injury management. They will continue to teach courses in AT as the program transitions to the masters level.

Clinical Assistant Professor Full-Time	ATEP 750 (4) Evaluation & Therapeutic Intervention of Upper Extremity Injuries (fall) ATEP 730 (3) Behavioral Health & Wellness (summer) ATEP 797 (2) Clinical Pathology & Pharmacology in Athletic Training (summer) ATEP 732 (3) Emergency Management Practices in Athletic Training (fall)	DAT, ATC Athletic Training	The area of expertise is in manual therapy, modalities, and therapeutic intervention. The Clinical Assistant Professor has taught athletic training courses in the current BS in AT program for the past 2 years. They will continue to teach courses specific to therapeutic intervention as the AT program transitions to the masters level.
PhD students Part-Time	Assist with AT practice labs as well as labs associated with the 3 series of Evaluation and Therapeutic intervention courses (ATEP 748, 749, 750)		The current undergraduate athletic training program has 3 PhD students that teach within the curriculum. They are assigned lab classes, practice labs, and clinical classes. Their role will remain the same as the AT program transitions to the masters level.
EXSC/PUBH Faculty	PUBH 700 (3) Perspectives in Public Health (spring-online) PUBH 678 (1) Transforming Health Care for the Future (spring) EXSC 783 (1) Research Seminar in Exercise Physiology. (fall)		There are several courses within the new MS in AT curriculum that are already being taught within the Arnold School of Public Health and EXSC Department. Current faculty within the College will continue to teach these courses.
Full-Time	Staff Support		Currently serves as the administrative assistant for the AT program and role will remain the same as the program transitions to the masters level.
Full-Time	Staff Support		Serves as the business manager for the Exercise Department and is heavily involved with the AT program budget and purchasing of supplies.
Full-Time	Staff Support		Responsible for all post-grant award activities and helps AT faculty with grant awards.
Full-Time	Staff Support		Administrative assistant for the EXSC department who helps AT faculty with travel and professional development.

Full-Time	Director of Graduate Student Services		The Director of Graduate student services will oversee ATCAS application and all admission applications to the graduate AT program.
Full-Time	Director of Evaluation and Academic Assessment	PhD	The Director oversees all assessment plans for programs within the EXSC department. They will be directly involved with the new AT program comprehensive assessment plan.

Total FTE needed to support the proposed program:

Faculty: 4.5

Staff: 6

Administration:

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

There will be no changes in faculty and/or administrative assignments as a result of the new MS in AT program. The faculty members listed above have all been teaching in the AT program for many years and will continue to do so in the new MS degree. Dr. Mensch will remain the program director and Ms. Hand will remain the clinical education coordinator. The support staff listed above have also been working with the current AT program and will continue to do so with the new MS degree. Christy Smith was not involved with the BS in AT program because she oversees graduate program admissions for the ASPH. She will now be involved with the ATCAS system and student admissions to the new MS program. Dr. Pluto will remain involved with the new AT program in her role as Director of Evaluation and Academic Assessment.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Students enrolled at the University of South Carolina have access to a wide variety of information sources including print books, ebooks, databases, dissertations and theses, newspapers, journal articles, video, and government information. The USC Library is a member of the Association of Research Libraries (ARL) and the statewide library consortium PASCAL. The PASCAL membership includes access to two of the largest ebook collections, EBSCO's Academic Ebook collection and ProQuest's Ebook Central.

The library has access to more than 200 databases including the primary databases in the field of athletic training. USC students and faculty have access the library's Interlibrary Loan services. The library has borrowing/lending relationships with most of the libraries in North America and relationships with several research libraries throughout the world. Beyond the collections, students have access to computers and iPads to support their research needs. Individual study spaces are available for quiet learning and group study spaces are available to support the collaborative process.

These resources were all in place for the BS Athletic Training and will remain in place for the MS Athletic Training.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No new support services will be needed for the new MS in Athletic Training. The Division of Student Affairs and Academic Support at USC is designed to provide comprehensive resources to support students' academic achievement. These include support services through the Student Disability Resources Center, Ombuds Services, Peer Tutoring, Peer Writing Support, Success Consultations, Student Conduct, Academic Integrity Office and Supplemental Instruction.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The current athletic training program is located in Blatt PE center. In addition, the AT program has access to facilities designated to the Arnold School of Public Health and Department of Exercise Science. These would be labs and classroom space located in the Public Health Research Center. Within the Blatt PE Center, the following offices, classes, and educational spaces are currently designated to the Department of Exercise and Athletic Training program:

Blatt Offices: 211, 212, 213, 214, 101-A, 101-B, 101-P, 102

Research:216A Classroom:217

Clinical classroom: 107, 107A, 107B, 118

Shared access to PEAT classroom: 215

Shared priority scheduling for Blatt 134/135 classrooms

The new MS in athletic training degree does not need new facilities or modifications to existing facilities.

Equipment

Identify new instructional equipment needed for the proposed program.

The new MS degree in Athletic Training does not need any new instruction equipment at this point. The University of South Carolina has offered an accredited athletic training program since the 1990's and has built a large number of instructional resources for didactic and clinical education experiences. No new instructional equipment will be needed that can't be paid for through the current AT Budget.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

The curriculum of the MS in Athletic Training degree includes BMSC 740 Human Anatomy for Health Sciences (6cr). This is a course offered through the School of Medicine and Department of Cell Biology and Anatomy. The Department of Exercise Science and Athletic Training has enjoyed a long-standing

relationship with the Gift of Body program and its Director Dr. Ericka Blanck. The Department of Cell Biology and Anatomy has agreed to teach BMSC 740 over the summer for the AT program and supplied a letter of support from the Department Chair.

Currently USC also has an MS in Advanced Athletic Training degree program. This degree was initially designed for students who completed a BS degree in Athletic Training to be able to earn an advanced degree. Due to the decision by the Strategic Alliance to move the AT degree from the BS to MS level, after the teach out plan for BS degrees in AT, there will be no more BS degrees in AT. Therefore, this degree will be terminated at that time. The new degree in Athletic Training is significantly different from the current MS Advanced Athletic Training in that the new MS in Athletic training is a professional preparation programs that leads to BOC certification as an athletic trainer. The Advanced MS in Athletic Training is ONLY for students that are already BOC certified. And since all Bachelor level AT programs will be terminating over the next several years, the MS in Advanced AT will ultimately terminate as well. Therefore, a new program, as opposed to a program modification is necessary.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding to University (not direct source for College)		167,718.60		365,742.22		481,363.95		607,601.64		657,314.51		2,279,740.92
Tuition Funding		169,011.36		152,195.95		191,342.17		209,898.75		214,096.72		936,544.96
Program-Specific Fees		9,375.00		18,125.00		38,750.00		50,000.00		61,875.00		178,125.00
Special State Appropriation		0		0		0		0		0		0
Reallocation of Existing Funds		0		0		0		0		0		0
Federal, Grant, or Other Funding		0		0		0		0		0		0
Total		178,386.36		170,320.95		230,092.17		259,898.75		275,971.72		1,114,669.96
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration		30,722.00		32,222.00		33,722.00		35,222.00		35,222.00		167,110.00
Faculty/Staff Salaries		0		95,318.00		95,318.00		95,318.00		95,318.00		381,272.00
Accreditation Fees		1,500.00		1,500.00		1,500.00		1,500.00		1,500.00		0
Facilities, Equipment, Supplies, and Materials		0		5,000.00		0		0		0		5,000.00
Library Resources		37,500.00		50,000.00		62,500.00		75,000.00		75,000.00		300,000.00
Other (specify)		0		0		0		0		0		0
Total		69,722.00		184,040.00		193,040.00		207,040.00		207,040.00		853,382.00
Net Total (Sources of Financing Minus Estimated Costs)		108,664.36		(13,718.05)		37,052.17		52,858.75		68,931.72		261,287.96

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

JUSTIFICATION

New Costs:

Program Administration. The current AT program director and clinical education coordinator are on 9-month contracts and the new AT program will require summer responsibilities.

Faculty/Staff Salaries. This money will be reallocated from BS program to MS program.

Equipment: We are proposing an additional \$5000 for our clinical laboratories (e.g., phlebotomy chairs, tables, etc.) in year 2 of the program when we have 2 cohorts enrolled

Supplies and Materials: AT Program Student Fees Cover: yearly liability insurance, workman's comp, background checks, program clothing, equipment calibrations, simulation center fee, name badge/pictures, Electronic Medical Record Software (annual Fee), etc.

Accreditation Fee: Annual Accreditation Fee is \$4500; the current BS in AT program has \$3000 budgeted to be reallocated. We are proposing an additional \$1500 to offset the difference for annual accreditation fee.

Sources of Financing

Tuition: Tuition for the MS in AT program was estimated by projected enrollment starting with 15 students per year and adding 5 students per cohort until we have a max of 30 students.

The AT program has a total of 58 credit hours, with 6 credit hours being taken out by the USC School of Medicine for BMSC 740 Anatomy course.

Tuition Cost (Estimated with ~35% out-of-state enrollment and ~65% of in-state enrollment)

- a. In State Tuition = \$552.25 per credit or \$6627 per 12-16 credits
- b. Out of State Tuition = \$1182 per credits or \$14,184 per 12-16 credits

Program Specific Fees

- a. AT Program Specific Fee = \$1250/year

The Undergraduate Athletic Training program had course fees tied to specific classes and labs within the curriculum. The fees were established to pay for athletic training equipment and supplies such as tape, modality units, therapeutic exercise equipment, first aid supplies, and various other educational supplies needed for an accredited athletic training program. With the new MS in Athletic Training program, it has been determined that implementing one specific fee that covers the needed educational supplies across the semester is more efficient instead of attaching fees to specific courses. This is a common practice across health care professional programs, such as physical therapy, occupational therapy, etc.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<ul style="list-style-type: none"> Students will demonstrate the knowledge and skills necessary for entry-level ATs to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence. 	<p>1) Students will demonstrate the knowledge and skills necessary for entry-level athletic trainers to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence.</p>	<p>1) Research Article Analysis from ATEP 701 Principles of Evidenced-Based Medicine This assignment will be specific to ATEP 701 and is designed to teach students to use and integrate research into their clinical decision making. Part of the assignment will be to provide critical analysis and reflective writing in which the student will summarize, critically appraise the literature, and critique selected journal articles while reflecting on the implications it has on the student’s clinical practice. At least 80% of students will score higher than 80% on research article analysis assignment</p> <p>2) Research Article Abstracts from Clinical Classes As part of ATEP Clinical classes, students will be required to complete research article abstracts on specific patient injuries/patient care. The student will be responsible for finding a scholarly article, writing an abstract, and presenting it in class. Part of the assignment will include interaction and feedback from the student’s clinical preceptor. At least 80% of students will score higher than 80% on research article abstract assignment</p> <p>3) Preceptor Evaluations: 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining advanced knowledge and use of Evidence-based medicine.</p>
<ul style="list-style-type: none"> Students will demonstrate the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients’/patients’ overall health 	<p>2) Students will demonstrate the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients’/patients’ overall health and quality of life.</p>	<p>1) Oral Practical Midterm and Final Examination Students take a midterm and final oral practical examination as a part of all their clinical classes during each semester they are in the athletic training program. These exams have multiple modules that assess student outcomes in specific competencies related to implementing strategies to prevent the incidence and/or severity of injuries and illnesses and optimize a patient’s overall health and quality of life. At least 80% of students will receive a 80% or higher on a clinical proficiency based oral practical exam section covering Domain I in ATEP clinical classes</p> <p>2) BOC Examination The Athletic Training Program average for Domain I (Injury/Illness Prevention and Wellness Protection) of the BOC</p>

<p>and quality of life.</p>		<p>will be within one standard deviation of the average for all candidates during the reporting period for the BOC (April to February). Domain I represents 25% of the questions on the exam.</p>
<ul style="list-style-type: none"> Students will demonstrate strong clinical examination skills to accurately diagnosis and effectively treat their patients. 	<p>3) Students will demonstrate strong clinical examination skills in order to accurately diagnosis and effectively treat their patients.</p>	<p>1) Preceptor Evaluations 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining clinical examination skills and diagnosis.</p> <p>2) BOC Examination The Athletic Training Program average for Domain II (Clinical Evaluation and Diagnosis) of the BOC will be within the standard deviation of the average for all candidates during the reporting period for the BOC (April to February). Last testing period Domain II represented 22% of the questions on the exam.</p>
<ul style="list-style-type: none"> Students will demonstrate the knowledge and skills necessary to evaluate and immediately management acute injuries and illnesses. 	<p>4) Students will demonstrate the knowledge and skills necessary to evaluate and immediately management acute injuries and illnesses.</p>	<p>1) Preceptor Evaluations 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining skills and knowledge in immediate and emergency care.</p> <p>2) BOC Examination The Athletic Training Program average for Domain III (Immediate and Emergency Care) of the BOC will be within the standard deviation of the average for all candidates during the reporting period for the BOC (April to February). Last testing period Domain III represented 19% of the questions on the exam</p>
<ul style="list-style-type: none"> Students will be able to assess a patient's status using clinician- and patient-oriented outcome measures and, based on this assessment and with consideration of the stage of healing and goals, design a therapeutic intervention to 	<p>5) Students will be able to assess a patient's status using clinician- and patient-oriented outcome measures and, based on this assessment and with consideration of the stage of healing and goals, design a therapeutic intervention to maximize the patient's participation and health-related quality of life.</p>	<p>1) Preceptor Evaluations 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining skills and knowledge in treatment and rehabilitation.</p> <p>2) BOC Examination The Athletic Training Program average for Domain IV (Treatment and Rehabilitation) of the BOC will be within the standard deviation of the average for all candidates during the reporting period for the BOC (April to February). Last testing period Domain IV represented 22% of the questions on the exam.</p>

<p>maximize the patient's participation and health-related quality of life.</p>		
<ul style="list-style-type: none"> Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors and to intervene and refer these individuals as necessary. 	<p>6) Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors and to intervene and refer these individuals as necessary.</p>	<p>1) Preceptor Evaluations 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining cultural competence/psychosocial issues.</p> <p>2) Psychosocial Referral Project (ATEP 730 Behavior Health and Wellness) 80% of students will score higher than 80% on a specified psychosocial referral assignment in ATEP 730</p> <p>3) Oral/Practical Midterm and Final Examination At least 80% of students will receive an 80% or higher on a clinical proficiency based oral practical exam section covering psychosocial issues in athletic training.</p> <p>3) 4)</p>
<ul style="list-style-type: none"> Students will demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. 	<p>7) Students will demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.</p>	<p>1) Preceptor Evaluations 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining organizational issues in athletic training.</p> <p>2) BOC Examination The Athletic Training Program average for Domain V (Organizational and Professional Health and Well-Being) of the BOC will be within the standard deviation of the average for all candidates during the reporting period for the BOC (April to February). Last testing period Domain V represented 12% of the questions on the exam.</p> <p>3) ATEP 796 Class Projects</p> <p>4) 80% of students will score higher than 80% on specified organizational and administration assignments in ATEP 796.</p>
<ul style="list-style-type: none"> Students will demonstrate the ability to maintain current competence, practice within 	<p>8) Students will demonstrate the ability to maintain current competence, practice within the limits of state and national regulation using moral and ethical</p>	<p>1) Preceptor Evaluations</p> <p>5) 80% of students in ATEP clinical classes will receive a score of two (2) or higher on specific questions on the End of Semester Evaluation by Preceptors examining a teamed approach to healthcare practice.</p>

<p>the limits of state and national regulation using moral and ethical judgment, and work collaboratively with other healthcare providers.</p>	<p>judgment, and work collaboratively with other healthcare providers.</p>	
<ul style="list-style-type: none"> Students will demonstrate the ability to synthesize and integrate knowledge, skills, and clinical decision-making into actual client/patient care. 	<p>9) Students will demonstrate the ability to synthesize and integrate knowledge, skills, and clinical decision- making into actual client/patient care.</p>	<p>1) Oral/Practical Midterm and Final Examination 80% of students will receive 80% or higher on a clinical proficiency based oral practical exam section covering all content learned in previous domains in all ATEP clinical classes.</p> <p>2) BOC Examination The Athletic Training Program will have 1st passing rate on the BOC of 90% or higher for all candidates during the reporting period for the BOC (April to February). Programs with a 3-year aggregate 1st time passing rate of less than 70% are automatically put on probation by CAATE.</p> <p>3) Patient Reported Outcome Assignment 80% of students will score higher than 80% on the patient reported outcome assignment from ATEP 796.</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The mission of the USC’s AT Program is to create a center of excellence for the advancement of athletic training, through the integration of innovative, interdisciplinary, and transformational education, research, evidence-based practice, and community engagement. USC’s AT Program will develop competent and compassionate leaders who will enhance health-related outcomes for a population of diverse individuals and communities throughout South Carolina, the nation and internationally.

USC AT program educational objectives:

- Students will demonstrate the knowledge and skills necessary for entry-level ATs to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence.
- Students will demonstrate the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their

clients'/patients' overall health and quality of life.

- Students will demonstrate strong clinical examination skills to accurately diagnosis and effectively treat their patients.
- Students will demonstrate the knowledge and skills necessary to evaluate and immediately management acute injuries and illnesses.
- Students will be able to assess a patient's status using clinician- and patient-oriented outcome measures and, based on this assessment and with consideration of the stage of healing and goals, design a therapeutic intervention to maximize the patient's participation and health-related quality of life.
- Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors and to intervene and refer these individuals as necessary.
- Students will demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
- Students will demonstrate the ability to maintain current competence, practice within the limits of state and national regulation using moral and ethical judgment, and work collaboratively with other healthcare providers.
- Students will demonstrate the ability to synthesize and integrate knowledge, skills, and clinical decision-making into actual client/patient care.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

The current USC AT Program (BS degree) has been accredited by the Commission on Accreditation of Athletic Training Education (CAATE) for over 20 years. However, as the transition is made to the masters level and with the move of the program to the Arnold School of Public Health, the program will not lose its accreditation status nor need to apply for initial accreditation at the MS level. CAATE requires transitioning programs complete a "mini" self- study and apply for a substantive change. The mini self-study will need to be completed by the time the first graduate-level cohort graduates. It is the plan to complete the mini self-study by the summer of 2019.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

In order to become certified as an athletic trainer, students must graduate from a CAATE- accredited AT program and pass the BOC examination. The USC AT program provides didactic and clinical educational experiences that prepare students to sit for this examination. Once students pass the BOC exam they must also be legally

recognized by the appropriate state regulatory agency where they plan to practice. USC's 3-year aggregate BOC pass rate is 96%. The new graduate AT program at USC will continue to prepare students to sit and pass the BOC exam.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No