

**New Program Proposal
 Master of Science in Athletic Training
 Lander University**

Summary

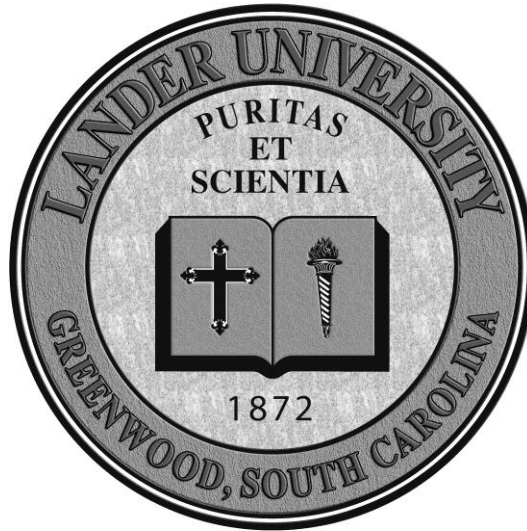
Lander University requests approval to offer a program leading to the Master of Science in Athletic Training to be implemented in Fall 2014. The proposed program is to be offered through traditional and blended instruction. The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal to the Committee on Academic Affairs and Licensing (CAAL). The full program proposal **is attached**.

| Stages of Consideration | Date | Comments |
|---|-------------|---|
| Program Planning Summary received and posted for comment | 10/15/2013 | The Program Planning Summary was originally submitted in June 2013, but was withdrawn by the institution after CHE staff raised questions about the proposed program. The Planning Summary was revised and resubmitted based on feedback from CHE staff. |
| Program Planning Summary considered by ACAP through electronic review | 12/2/2013 | ACAP members stated that the cost of faculty should be included in the proposal. USC's representative stated that USC also plans to submit a proposal for a M.S. in Athletic Training, but that the market for this type of program will be sufficient to sustain both programs. ACAP members also noted that Lander had a baccalaureate program in athletic training that had fewer than five graduates challenge the national certification exam each year. ACAP members acknowledged that Lander's undergraduate program was suspended in a cost-cutting strategy, but agreed the model of moving to a master's level program is a valid approach. |
| Program Proposal Received | 1/15/2014 | |
| ACAP Consideration | 2/20/2014 | Several ACAP members commented that they will watch the proposed program closely because their institutions plan to move their athletic training programs to the master's level in response to changes in accreditation. One ACAP member expressed concern about finding adequate clinical sites for the practicum experience. Lander's representative assured the Committee that the institution will work with students to find suitable clinical placements. |

| Stages of Consideration | Date | Comments |
|--|-------------|--|
| Comments and suggestions from CHE staff to the institution | 2/21/2014 | Staff requested the proposal be revised to include the following: <ul style="list-style-type: none"> • more state level employment data, and if available, employment data for graduates of the Athletic Training program formerly offered • a revised enrollment chart • the identification of new courses and a description of the plan and timeline to develop these new courses. • information about the need to hire two new faculty members • a corrected cost chart needs that accurately reflects total costs; and • additional information about the funds identified as reallocated in the cost chart. |
| Revised Program Proposal Received | 3/19/2014 | |

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Master of Science in Athletic Training at Lander University to be implemented in Fall 2014.



320 Stanley Avenue
Greenwood, South Carolina 29649-2099

New Program Proposal

Master of Science in Athletic Training

Submitted Revision March 19, 2014

Daniel W. Ball, President

Program Contact Information

| | | |
|--------------------|---|--------------|
| Dr. S. David Mash | Vice President for Academic Affairs | 864.388.8320 |
| Dr. Judith Neufeld | Dean, College of Education | 864.388.8252 |
| Dr. Gina Barton | Chair, Department of Physical Education & Exercise Studies | 864.388.8023 |

CLASSIFICATION

1. **Name of Proposed Program:** Master of Science in Athletic Training
2. **Academic Unit in which the program resides:** College of Education, Department of Physical Education and Exercise Studies
3. **Proposed Date of Implementation:** May 2015
4. **CIP Code:** 51.0913
5. **Site:** Lander University, 320 Stanley Avenue, Greenwood, SC 29649 (Main Campus)
6. **Qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards?** Yes No
7. **Delivery Mode:** Traditional and Hybrid Instruction
8. **Area of Certification:** Not Applicable

INSTITUTIONAL APPROVAL

- | | |
|---|-------------------|
| 1. Daniel Hannah, Program Director, Athletic Training Program | March 8, 2013 |
| 2. Department of Physical Education & Exercise Studies | August 21, 2013 |
| 3. Dr. Gina Barton, Department of Physical Education & Exercise Studies | August 21, 2013 |
| 4. Dr. Judith Neufeld, College of Education | August 26, 2013 |
| 5. General Education Committee | January 16, 2014 |
| 6. Vice President for Academic Affairs | January 16, 2014 |
| 7. Faculty Senate Curriculum Committee | January 27, 2014 |
| 8. Faculty Senate | February 3, 2014 |
| 9. President | February 10, 2014 |
| 10. Board of Trustees | March 4, 2014 |

PURPOSE

The primary purpose of this program is to produce certified athletic trainers to work in a rapidly expanding health care field. The students will be educated to work and excel in a variety of work settings, including high schools, physical therapy clinics, colleges, and other non-traditional settings.

The mission of the Lander University Athletic Training Program is to provide a comprehensive and progressive educational experience which prepares students for a career in athletic training. Through a systematic progression of pedagogical and clinical instruction, supervised learning, and continuous evaluation each student has the opportunity to develop the knowledge, skills, and clinical abilities necessary to provide the highest quality healthcare to physically active people of any age in a dynamic and rapidly-changing society.

Goals and Objectives

1. To develop students who will become qualified and proficient Certified Athletic Trainers.
 - a. Students will demonstrate mastery of the National Athletic Trainers' Association (NATA) Athletic Training Educational Competencies, consistent with the domains of the most current Board of Certification (BOC) Role Delineation Study.
 - b. Students will demonstrate the knowledge and skills necessary to meet the challenging sports injury management needs of our rapidly-changing society.
 - c. Students will demonstrate foundational behaviors of professional practice in athletic training.
2. To develop students who will incorporate evidence-based clinical decisions in the care of individual patients.
 - a. Students will demonstrate the ability to search, analyze, and interpret the research as to how it impacts the practice of athletic training.

- b. Students will demonstrate an understanding of the components of evidence-based practice and apply its use to a variety of audiences including professionals, peers, and patients.
- c. Students will demonstrate the ability to utilize healthcare informatics to manage clinical data and incorporate into the practice of athletic training.
- 3. To prepare athletic training students to demonstrate personal and professional growth as a contributing member of the profession.
 - a. Students will demonstrate the ability to communicate with other health care professionals through guest lecturers, practicums, and/or clinical experiences.
 - b. Students will demonstrate attendance at national, regional, state, or local continuing education symposiums, workshops, or meetings.
 - c. Students will contribute to the profession through professional presentations.

JUSTIFICATION

1. **Need for the program in the state:** Athletic training is practiced by athletic trainers (AT), health care professionals who collaborate with physicians to optimize activity and participation of patients and clients across the age and care continuum. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairments, functional limitations and disabilities. Employment opportunities for athletic trainers are posted on the NATA website (www.nata.org). A search on the website on August 28, 2013 for available jobs resulted in 746 available opportunities nationwide with nine in South Carolina, twenty in Georgia, and sixteen in North Carolina. A search on the website on January 9, 2014 for available jobs resulted in 483 available opportunities nationwide with ten in South Carolina, fifteen in Georgia, and twenty-six in North Carolina. Also, opportunities for athletic trainers are posted on the South Carolina Athletic Trainers' Association website (www.scata.org) which has four opportunities posted. Athletic trainers are employed in a number of settings including, but not limited to, hospitals, physician's clinics, outpatient clinics, military outposts, professional sports teams, colleges and universities, middle schools, and high schools across the state. The following are a list of potential employers in the surrounding area:
 - a. Steadman-Hawkins Clinic and Greenville Health System employs one of the largest networks of athletic trainers in the country. Athletic training services are provided to more than 50 middle, public, private high schools, professional sports, colleges/universities, and recreational events in the upstate of South Carolina by a staff of over 65 athletic trainers.
 - b. Spartanburg Regional Healthcare System hires a minimum of ten athletic trainers to provide services to various public schools, colleges/universities, and recreational events
 - c. PlaySafe, a non-profit organization, employs athletic trainers to provide services to the public schools in Anderson, Pickens, and Oconee counties.
 - d. Moore Orthopedic Clinic provides athletic training services to middle, public, private high schools, professional sports teams, colleges/universities, and recreational events in the Midlands of South Carolina by a staff of over 20 athletic trainers.
 - e. South Carolina public school system, according to data distributed by the South Carolina Athletic Trainers' Association – Governmental Affairs Committee to SC legislators during an annual legislative event sponsored by the SCATA, hires athletic trainers as follows:

- i. SC has experienced growth in the number of schools reporting services by an athletic trainer between 2005-2006 school year and 2013-2104 school year¹
- ii. More SC schools report multiple athletic trainers providing services, especially larger schools²
- iii. Employment data of Lander University graduates from the Athletic Training program who have either secured jobs in athletic training or have secured graduate assistantships as athletic trainers while pursuing graduate studies are as follows: 2012-2013 (100%); 2011-2012 (0%) [graduates chose to pursue other venues]; 2010-2011 (100%); 2009-2010(100%). Overall employment of Lander graduates from the program in the field of athletic training upon graduation is 89%.

At a minimum, these vacancies require certification as an athletic trainer. The route to certification requires completion of an accredited undergraduate or graduate professional (entry-level) athletic training program, successful passing of the national Board of Certification for the Athletic Trainer (BOC) examination, and attainment of state certification/licensure. According to the BOC (www.bocatc.org), there are approximately 45,000 certified athletic trainers in the U.S., and 631 SC State-certified athletic trainers according to the SC DHEC. The U.S. Bureau of Labor Statistics publishes employment projections data for athletic trainers. According to the Bureau, “Employment of athletic trainers is expected to grow by 30% from 2010 to 2020, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 5,500 new jobs over the 10-year period.” Although jobs are not expected to grow as rapidly in the traditional settings of professional, college, and university athletic programs, the non-traditional settings are expected to see rapid growth. According to the NATA, athletic trainers employed in the traditional settings listed above account for 27% of its ~32,000 certified members, while the non-traditional settings (i.e., youth sports, clinics, physician offices, military, industrial, and the performing arts) account for 30% of its certified members. Recent research regarding concussions and the related risk of permanent damage as a result of improper diagnosis and care particularly in children and adolescents, has prompted not only a greater awareness among coaches and parents but has led to new legislation at the national and state levels. Currently, only one state in the U.S. does not have concussion legislation. Due to these legal mandates and the fact that athletic trainers are specialists in the care of athletic injuries, the demand for these healthcare professionals should continue to increase. Although an increase in salary for those holding a master’s degree is rare, organizations are more inclined to hire athletic trainers who hold a graduate degree. Currently, there are seven institutions in South Carolina offering Commission on Accreditation of Athletic Training Education (CAATE) accredited professional programs in athletic training (i.e., Charleston Southern University, College of Charleston, Erskine College, Lander University, Limestone College, University of South Carolina, and Winthrop University). According to the CAATE, there are 358 accredited professional athletic training programs across the nation. The professional athletic training programs are offered at the undergraduate (professional bachelors) or graduate (professional masters) levels. Of the 358 professional athletic training programs, only 25 offer a professional master’s program in athletic training; however, none are offered in the state of South Carolina. These professional programs in athletic training, both undergraduate and graduate levels, prepare

¹ 60% in 2005-2006 vs 75% in 2013-2104. 156/207 (75%) schools of the South Carolina High School League reported having an athletic trainer in the 2013-2014 academic year: 52/52 (100%) 4A schools; 51/53 (96%) 3A schools; 3 5/52 (67%) 2A schools; 18/50 (36%) 1A schools.

² 7% in 2005-2006 vs 22% in 2013-2104. 44/207 (21%) schools of the South Carolina High School League reported having 2 or more athletic trainers as part of the athletic training staff in the 2013-2014 academic year: 32/52 (61%) 4A schools; 11/53 (21%) 3A schools; 1/52 (2%) 2A schools; 0/50 (0%) 1A schools.

students to sit for the Board of Certification for the Athletic Trainer (www.bocatc.org) examination, which is the entry-level credential necessary to practice as an athletic trainer in the United States. All candidates who challenge the exam must graduate from a CAATE-accredited professional undergraduate or graduate program in athletic training. In addition to entry-level professional programs, the CAATE also serves as the national accreditor for post-professional and residency programs in athletic training (students of these programs must be credentialed by the Board of Certification prior to admission). As indicated above, the current minimum degree requirement for athletic training is at the undergraduate level. Recent trends in healthcare education have demonstrated a shift to graduate level preparation (i.e., nursing, occupational therapy, physical therapy, psychology, etc.). The shift to graduate level preparation has stemmed from numerous origins, including but not limited to, economic, professional, political, and educational influences. Most healthcare professions look to and utilize the medical model for guidance. For decades, medical doctors, dentists, and veterinarians have used a post-baccalaureate entry-level professional degree. Studies have provided arguments supporting the potential to improve the professional preparation of students at the post-baccalaureate level (MacKinnon, 1984; Pitney WA, 2012; Wilkerson, Colston, & Bogdanowicz, 2006). Therefore, the Executive Committee for Education, a sub-committee of the NATA responsible for guiding the future of athletic training education, along with a panel of experts including representatives from the CAATE conducted an investigation into the necessity and/or practicality of transitioning the minimum degree requirement to the graduate level. At the end of the investigation, a formal “white paper” was published by the NATA titled *Professional Education in Athletic Training: An Examination of the Professional Degree Level* (http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf). The recommendation of the group is that professional education in athletic training should occur at the master’s degree level based on the 11 key findings listed below, which are discussed fully in the document.

- a. Graduate-level professional education will better align ATs as peers to other healthcare professions and should enhance our status and influence in the larger health care arena.
- b. Transition to graduate professional education facilitates continued evolution in the professional competency requirements to better reflect the clinical practice requirements of current and future ATs in a changing healthcare environment.
- c. Factors fundamental to providing quality care are likely improved by professional education at the graduate level.
- d. Professional education at the graduate level enhances retention of students who are committed to pursuit of an athletic training career. Graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice.
- e. Transition to professional education at the graduate level would increase the likelihood that education programs are better aligned with other health care profession programs within their institution.
- f. Professional education at the graduate level should facilitate inter-professional education.
- g. A strong foundation of health-related basic sciences is increasingly necessary to prepare students for contemporary clinical practice in athletic training.
- h. Professional education should not compete with general education, liberal arts, and foundational science requirements because it detracts from the effectiveness of the professional educational experience.
- i. A transition to professional education at the graduate level will result in a more efficient educational system.

- j. Currently, all state practice acts accommodate graduate-level education in athletic training as meeting the requirements for the state credential. No state practice acts would need to be amended.
 - k. The impact of a transition to graduate-level professional education on compensation levels and employment opportunities is complex and difficult to predict. Multiple factors influence compensation and employment patterns in healthcare. While a recommendation has been formally presented, the CAATE regulates degree requirements for the athletic training profession. The CAATE will consider the findings of the group as discussion continues regarding the level of the professional degree. At this time, no decision has been made by the CAATE. No matter the outcome of the investigation, Lander intends to transition its program from an undergraduate professional program to a graduate professional program. It is plausible that transitioning to a professional master's program will enhance the viability of the athletic training program. In addition to the justifications presented in the NATA's "white paper," the following reasons provide further motive:
 - i. Currently, all of the accredited professional athletic training programs in South Carolina compete to recruit students from the same pool of applicants: students seeking an undergraduate degree. Furthermore, the remaining 333 undergraduate professional programs across the nation recruit from the same population. In contrast, professional master's programs recruit from a different pool of applicants, students seeking a master's degree, of which only 25 programs compete for students. As previously stated, currently there are no public institutions that offer a professional master's program in South Carolina; therefore, the applicant pool is much larger.
 - ii. Graduate level programs provide a concentrated learning environment that is focused solely on the respective content, which enables a higher level of learning. Furthermore, graduate programs can be more creative in program delivery and are not confined to uniform scheduling that must allot for undergraduate general education courses.
 - iii. Lander plans to create a dual degree program that offers students the opportunity to graduate with a bachelor's degree in Exercise Science and a master's degree in Athletic Training over a five-year period (see Curriculum Outline section for details). It would also be possible for students who had a degree in exercise science or some similar major (from Lander or other universities) to apply for and be admitted to the professional master's program in Athletic Training. According to the National Athletic Trainers' Association, approximately 70% of practicing athletic trainers have a master's degree. Therefore, Lander would be able to graduate students with a level of education that is in sync with the industry norm.
2. **Centrality of the program to the Commission-approved mission of the institution:** Lander's mission statement refers to education being a liberating force that prepares graduates to live a meaningful life with personal satisfaction and service to others. The mission statement also refers to preparing graduates in advanced study to respond to critical needs of the immediate region and the state. The proposed program is designed to prepare entry-level athletic trainers with the skills necessary to provide patients with the best care possible in various healthcare settings. The athletic training profession is a discipline of service and meets the healthcare needs in local, state, regional and national settings.
 3. **Relationship of the proposed program to other related programs within the institution:** Lander offers an undergraduate CAATE accredited professional program in athletic training (accredited through 2017-2018). As of the 2013-2014 academic year, the program was suspended and no longer accepting students into the program. The

undergraduate program will be closed after currently enrolled students complete the program. It is anticipated that the last cohort will graduate no later than the summer of 2015. The university currently offers five graduate programs. The College of Education offers the Master of Arts in Teaching in Art Education, Master of Education in Montessori Education, and Master of Education in Teaching and Learning with various concentrations including an Exercise and Sports Studies concentration offered by the Department of Physical Education and Exercise Studies (PEES). The College of Science and Mathematics offers the Master of Science in Nursing, Clinical Nurse Leader. The CHE recently approved the Master of Science in Emergency Management housed in the College of Business and Public Affairs. The proposed Master of Science in Athletic Training will be the only graduate degree program housed in the Department of PEES.

4. **Similar programs in the state:** Professional programs in athletic training prepare students to sit for the Board of Certification examination that is the entry-level credential necessary to practice as an athletic trainer in the United States (all candidates who challenge the exam must graduate from a CAATE accredited professional program in athletic training). There are currently seven institutions in the state that offer a professional program in athletic training at the undergraduate level; however, there are none that offer a professional program at the graduate level. Therefore, the proposed program duplicates no existing graduate professional athletic training program in the state.
5. **Similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation:** Currently, there are no CAATE-accredited professional programs offered at the master's level in South Carolina; therefore, a comparison cannot be made. In the region, there is one in Florida, one in Georgia (in process of becoming accredited), two in North Carolina, and one in Tennessee. Nationally, there are a total of 25 accredited professional master's programs. Due to accreditation requirements and standards, our program is similar in that all professional programs must teach to the NATA Educational Competencies.

ADMISSION CRITERIA

Applicants for the Master of Science in Athletic Training program will be required to apply to Lander University and the Athletic Training Program. Copies of all undergraduate and graduate transcripts will be required. Admission criteria for the proposed program will include the following:

- a. A Bachelor's degree is not required for admission into the program. However, students must have completed a minimum of 90 semester hours of coursework at regionally accredited college or university. Applicants must submit copies of prerequisite course descriptions (the Athletic Training Program reserves the right to request course syllabi to determine whether or not a specific course truly satisfies the prerequisite requirements). Prerequisite coursework must be completed with a grade of C or better. The coursework must include the following prerequisite coursework:

| | |
|----------------------------|-----|
| Human Anatomy | 4sh |
| Human Physiology | 4sh |
| Kinesiology/Biomechanics | 3sh |
| Physiology of Exercise | 4sh |
| Personal Health/Wellness | 3sh |
| Introduction to Statistics | 3sh |
| Introduction to Psychology | 3sh |
- b. Overall grade-point average (GPA) of 3.0 on 4.0 scale on baccalaureate coursework.
- c. Satisfactory scores on the GRE General Test.
- d. Submission of 3 reference forms from individuals who can address the following: self-confidence, leadership, integrity, communication, responsibility, and ability to act as an

- athletic training student. At least one form should be completed by an athletic trainer. Family members and family friends are excluded.
- e. Fifty (50) hours of clinical observation with a credentialed athletic trainer.
 - f. A written statement, of no more than two pages, discussing applicant's career goals and reasons for seeking admission to the Athletic Training Program.
 - g. Applicants not meeting standardized exam requirements or GPA requirements may be considered for conditional admission with the following provision: Students would be required to demonstrate successful completion of graduate work with a GPA of 3.0 at the end of the first semester in order to progress in the program. Students not achieving a 3.0 GPA at the end of the first semester would be dismissed from the program.

ENROLLMENT

Assumptions for projected total enrollment:

- New students will enter the program in the summer semester
- Students will enroll in the recommended courses in order to complete the program in two years
- All students will take courses in summer school
- There will be no internal transfer students.

The projected total enrollment numbers are calculated based on an estimated enrollment of ten students per cohort. The numbers are based off of the available clinical preceptors and clinical sites located in the immediate surrounding area of Greenwood. Accreditation standards require sponsoring programs to monitor and ensure that appropriate preceptor to student ratios exist. Initial enrollment is projected for summer 2015.

The projected number of students expected to enroll in the Athletic Training Program will be new students. There will not be coexisting athletic training program on the Lander campus; therefore, students are not expected to transfer into this program from existing programs.

| YEAR | PROJECTED TOTAL ENROLLMENT | | | | | | DEGREES AWARDED |
|-----------|----------------------------|--------------|-----------|--------------|-----------|--------------|-----------------|
| | FALL | | SPRING | | SUMMER | | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours | |
| 2014-2015 | 0 | 0 | 0 | 0 | 10 | 120 | 0 |
| 2015-2016 | 10 | 140 | 10 | 140 | 20 | 440 | 0 |
| 2016-2017 | 20 | 460 | 20 | 460 | 20 | 440 | 10 |
| 2017-2018 | 20 | 460 | 20 | 460 | 20 | 440 | 10 |
| 2018-2019 | 20 | 460 | 20 | 460 | 20 | 440 | 10 |

CURRICULUM OUTLINE

Curriculum

| Course Number | Course Name | Credit Hours | Semester |
|----------------------|--|--------------|-----------|
| AT 602 | Fundamentals of Athletic Training | 3sh | Summer I |
| AT 604 | Musculoskeletal Pathology | 3sh | Summer I |
| AT 606 | Clinical Anatomy | 3sh | Summer I |
| AT 608 | Athletic Training Techniques | 3sh | Summer I |
| AT 620 | Athletic Training Clinical Practicum I | 3sh | Fall I |
| AT 622 | Injury Examination & Evaluation I | 4sh | Fall I |
| AT 624 | Therapeutic Interventions I | 4sh | Fall I |
| PEES 602 | Principles of Strength & Conditioning | 3sh | Fall I |
| AT 630 | Athletic Training Clinical Practicum II | 3sh | Spring I |
| AT 633 | Injury Examination & Evaluation II | 4sh | Spring I |
| AT 635 | Therapeutic Interventions II | 4sh | Spring I |
| PEES 636 | Nutrition and Performance | 3sh | Spring I |
| AT 650 | Athletic Training Clinical Practicum III | 3sh | Summer II |
| AT 654 | Medical Conditions & Disease | 3sh | Summer II |
| AT 656 | Therapeutic Interventions III | 4sh | Summer II |
| AT 680 | Athletic Training Clinical Practicum IV | 3sh | Fall II |
| AT 682 | Evidence-Based Practice I | 3sh | Fall II |
| AT 684 | Athletic Training Management | 3sh | Fall II |
| AT 690 | Athletic Training Clinical Practicum V | 3sh | Spring II |
| AT 693 | Evidence-Based Practice II | 3sh | Spring II |
| AT 699 | Athletic Training Seminar | 3sh | Spring II |
| Total Semester Hours | | 68sh | |

The University will offer the Master of Science degree in Athletic Training with three methods of enrollment. First, the student may enroll at Lander as a freshman into an accelerated dual enrollment program that results in the student earning a Bachelor of Science degree in Exercise Science and a Master of Science degree in Athletic Training in only a five-year period (contingent upon the student's application and admittance into the athletic training program after the third year of attendance). Four graduate courses (PEES 602, 636 and AT 684, 682) taken via dual enrollment will be credited towards required undergraduate courses for the exercise science degree to allow for the expedited degree completion. Furthermore, students who pursue this option and decide not to continue with the athletic training program (or students who are not accepted into the program) will be required to complete the remaining undergraduate courses (PEES 308, 341, 326, 402) required for the degree in exercise science in a traditional four-year period. Second, students from other regionally accredited institutions who have adequate undergraduate coursework but who have not yet completed a degree may apply for admission to this program. Third, the program will enroll students in a traditional manner in which the applicant has earned a bachelor's degree from any regionally accredited institution, including Lander, by the time of matriculation. Coursework taken at other accredited professional athletic training programs would be open to review for transferability.

The courses for the proposed program are all new courses except for PEES 602, which is an existing graduate course. Course proposals are being prepared for submission to the University Graduate Program Committee for approval as the first step of Lander's internal course approval process. It is anticipated that all coursework will be approved by October 1, 2014, for inclusion in the 2015-2016 university catalog. These courses are modifications of currently offered undergraduate courses. Course development to extend these course offerings to those

appropriate for graduate level work has been a less onerous process than had this program been developed without any coursework in place. The courses will be offered only once each year in the semester listed and must be taken in sequence unless granted permission by the Program Director. They are listed below with catalog descriptions.

AT 602.FUNDAMENTALS OF ATHLETIC TRAINING

This course introduces students to the athletic training profession and the types of scientific knowledge and skills utilized by an athletic trainer. Emphasis will be placed on comprehensive injury prevention and primary injury management. Three hours lecture. **Three semester hours.**

AT 604.MUSCULOSKELETAL PATHOLOGY

This course is designed to provide students with an understanding of musculoskeletal and sports injury mechanisms from a pathomechanical and pathophysiological perspective. Knowledge and application of various modifications of physiological processes associated with musculoskeletal injury, pain, and tissue repair for the purpose of restoring optimal musculoskeletal function. **Three semester hours.**

AT 606.CLINICAL ANATOMY

A clinical approach to the human body with emphasis on the musculoskeletal system. An emphasis is placed on palpation skills of the tissues of the human body. **Three semester hours.**

AT 608.ATHLETIC TRAINING TECHNIQUES

This course introduces students to the various products and equipment used in the development and construction of pads and braces for injury prevention during sport and physical activity, and teaches students how to properly apply basic taping, wrapping, bracing, and padding techniques that are common practice in athletic training. **Three semester hours.**

AT 620. ATHLETIC TRAINING CLINICAL PRACTICUM I

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Preceptor. **Three semester hours.**

AT 622.INJURY EXAMINATION & EVALUATION I

This course focuses on the theory and techniques of assessing lower extremity injuries. Concepts of primary injury assessment and advanced medical evaluation are presented. Three hours lecture, Three hours laboratory weekly. **Four semester hours.**

AT 624.THERAPEUTIC INTERVENTIONS I

This course focuses on the theory and clinical application of therapeutic modalities in the care and rehabilitation of injuries sustained during physical activity. Emphasis will be placed on exercise, thermal, electrical, acoustic, and mechanical modalities. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

AT 630. ATHLETIC TRAINING CLINICAL PRACTICUM II

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical

proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Preceptor. **Three semester hours.**

AT 633. INJURY EXAMINATION & EVALUATION II

This course focuses on the theory and techniques of assessing upper extremity injuries. Concepts of primary injury assessment and advanced medical evaluation are presented. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

AT 635. THERAPEUTIC INTERVENTIONS II

This course focuses on the principles and goals of therapeutic exercise as it relates to the rehabilitation of injuries sustained during physical activity. Emphasis is placed on designing and implementing appropriate therapeutic exercises taking into consideration the physiological responses, effects, and adaptations of the human body from initial tissue trauma to the return to physical activity. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

AT 650. ATHLETIC TRAINING CLINICAL PRACTICUM III

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Preceptor. **Three semester hours.**

AT 654. MEDICAL CONDITIONS AND DISEASE

This course focuses on the recognition and management of various medical conditions and disabilities commonly found in those involved in physical activity. Pharmacological agents and their utilization in the management of injuries, medical conditions, and disabilities are presented. **Three semester hours.**

AT 656. THERAPEUTIC INTERVENTIONS III

This course focuses on advanced techniques of therapeutic exercise as it relates to functional rehabilitation of injuries sustained during physical activity. Emphasis is placed on designing and implementing activity specific rehabilitation protocols and the assessment of goals, progressions, and outcomes from initial tissue trauma to the return to physical activity. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

AT680. ATHLETIC TRAINING CLINICAL PRACTICUM IV

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Preceptor. **Three semester hours.**

AT 682. EVIDENCE-BASED PRACTICE I

This course explores the process and methods of scientific inquiry and interpretation of research findings in athletic training including the principles of EBP. Students will gain familiarity with the major elements of research including literature review, quantitative and qualitative

methodology, design, evaluation of research, statistical analysis, presentation of data, and ethical considerations. **Three semester hours.**

AT 684.ATHLETIC TRAINING MANAGEMENT

This course focuses on the management of health care delivery as it relates to athletic training. Emphasis is placed on the knowledge and skills needed to manage the day-to-day operations including, but not limited to, human resources, facilities, finances, legalities, ethics, and records. **Three semester hours.**

AT 690. ATHLETIC TRAINING CLINICAL PRACTICUM IV

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Preceptor. **Three semester hours.**

AT 693.EVIDENCE-BASED PRACTICE II

This course is designed to guide students through the aspects of a research project that will result in a professional poster presentation. **Three semester hours.**

AT 699.ATHLETIC TRAINING SEMINAR

Professional concerns and behaviors, ranging from current issues in athletic training to applying for a job, are discussed in a seminar format. Preparation for the Board of Certification exam. **Three semester hours.**

PEES 602.PRINCIPLES OF STRENGTH & CONDITIONING

Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings. This course is designed to investigate current techniques and theories of strength training and conditioning for various sports and activities from physiological and biomechanical perspectives. Prerequisites: PEES 144 and PEES 311 or approval by instructor. **Three semester hours.**

PEES 636.NUTRITION AND PERFORMANCE

A review of normal nutritional needs followed by a thorough study of the effects of food on sport performance. Biochemical actions of foods will be investigated in relation to performance. Consideration will be given to diet analysis, special diets, and the use of ergogenic aids. Prerequisite or co-requisite: PEES 311. **Three semester hours.**

ASSESSMENT

1. **Assessments of student learning outcomes that will be used:** The evaluation methods that will be used by the proposed program to assess student learning will be in place to assist in accomplishing the mission and goals that will result in an effective program that produces quality students prepared for a career in athletic training. Furthermore, these methods will provide a means for the program to demonstrate to the Commission on Accreditation of Athletic Training Education (CAATE) that all students are instructed in and assessed on the Educational Competencies. Student learning will be evaluated through various means in an attempt to get a comprehensive view of the proposed program's areas of strengths and areas that may be in need of modification. The students will be evaluated in the didactic setting via traditional written and oral/practical exams. The students will also be evaluated on grammar, writing, and presentation skills via class projects (article critiques

and literature reviews) in the majority of the classes. Clinically, the students will be evaluated by clinical preceptors during their clinical experience rotations. Furthermore, students' performances on competency/proficiency evaluations will be utilized to assist in the evaluation of student learning in the clinical setting. These tools will be utilized to assess the students' ability to combine cognitive knowledge and psychomotor skills into clinical practice (actual or simulated). Lastly, results from students' performance on the Board of Certification (BOC) exam will assist with providing an overall assessment of student learning. The BOC provides programs with an annual score report that provides the students' performance in each of the performance domains of athletic training.

2. **Plan for programmatic assessment:** The process of program assessment will be multifaceted and is designed to evaluate all aspects of the proposed program. Preceptor evaluations, clinical site evaluations, student clinical evaluations, student course effectiveness evaluations, first-time pass rates on the Board of Certification examination, senior exit surveys, and alumni surveys will be the main components of the comprehensive assessment plan. Each preceptor and clinical site that will be associated with the program will be evaluated by the assigned student(s) at the end of each respective clinical rotation. The preceptor and clinical site will also be evaluated on an annual basis by the program's Clinical Coordinator. The data will be analyzed by the Clinical Coordinator and Program Director to identify strengths and areas that may be in need of modification. Feedback from the summative data will be given to each preceptor and clinical site for their review. If any problems are identified, they will be discussed and rectified with the respective preceptor and/or clinical site. If the problems are not rectifiable, then the program may elect to cease use of that clinical site. Student performance will be evaluated through several means as described in the section above. These means of evaluation are specific to each student; however, they will provide valuable data the program will use to demonstrate learning that has taken place and learning over time. Quality of didactic instruction will be evaluated by the students via course effectiveness evaluations (IDEA forms) through the Office of Assessment and Institutional Effectiveness. Faculty/staff will be responsible for completing an IDEA course expectation form that is used to compare results from the student IDEA forms. Furthermore, faculty/staff will be evaluated by peer and administrative (Chair of Department and Dean of College) evaluations for course content and pedagogical performance. Lastly, senior exit surveys, alumni surveys, and BOC exam results will be utilized to assess overall program effectiveness and achievement of the program's mission and goals. The senior exit and alumni surveys will serve as a way to assess perception of overall program effectiveness and achievement of program mission and goals. The BOC exam results, though not required of students, will provide an objective measure for the program's overall effectiveness.
3. **How program evaluation and student performance assessment data will be used to initiate changes to the program:** These data will be assessed annually by the athletic training faculty to identify areas of weakness or when these data suggest that goals and/or objectives are not being met. For example, the CAATE requires that programs have a three-year aggregate first-time pass rate on the BOC exam of 70% or greater. If the program were to fall beneath this outcome, the program would review all data described above and review the BOC score reports to determine which areas of the practice domains of athletic training are resulting in sub-standard scores. This would provide the program with means to make curricular, instructional, and/or assessment changes to rectify the situation.

FACULTY

1. The following table details the rank (not name) and academic qualifications of each faculty member who will be involved in the proposed program:

| 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) |
|--|-----------------------|------------------------------------|--|
| Assistant/Associate Professor 1 | Ph.D./Ed.D. | Athletic Training or related field | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Assistant/Associate Professor 2 | Ph.D./Ed.D. | Athletic Training or related field | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Assistant/Associate Professor 3 | Ph.D./Ed.D. | Athletic Training or related field | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

2. **Enumeration and discussion of the necessary qualifications of new faculty and staff who will be added in support of the proposed program:** Athletic training faculty will need the following qualifications: the faculty must have and maintain current certification and be in good standing as a certified athletic trainer by the Board of Certification and the SC DHEC, and a terminal degree in athletic training or a related field.
3. **Explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment (in the case of currently-employed faculty and administrators):** There will neither be changes in assignment, nor a required additional position to fulfill former assignments of the current faculty members and administrators. Lander will need to add two new faculty members to sustain a graduate program in athletic training. CAATE requires at least one faculty member in addition to the Program Director. The current faculty member who serves as the Program Director of the Athletic Training program will continue in that role. Per CAATE guidelines, this person may serve as the Program Director (requiring load release per CAATE) and the Clinical Coordinator (requiring additional load release per CAATE). Courses in this program will all be at the graduate level. Faculty teaching these courses will receive 4 hours of load credit for each 3 credit hour course taught. Thus, the university will need to hire two new faculty members to meet the instructional needs of the program not covered by current faculty in the existing undergraduate program.
4. **Description of institutional plans for faculty development as it relates specifically to the proposed program, including but not limited to, release time for research, consulting, conferences, and curriculum development:** Faculty in this program will be expected to follow university guidelines for teaching, service, and scholarship currently in place. The university provides support for faculty development through funding, primarily from the Lander Foundation. Faculty members are able to apply for grants annually to support professional development (up to \$7000 annually).
5. **Institutional definition of full-time equivalent (FTE):** An FTE at Lander is 24 semester hours per year. Graduate faculty are granted four semester hours of credit for each three semester hour course taught.
6. **Unit Administration, Faculty and Staff Support Table:**

| Year | New | | Existing | | Total | |
|-----------------------|-----------|------------|-----------|-------------|-----------|-------------|
| | Headcount | FTE | Headcount | FTE | Headcount | FTE |
| Administration | | | | | | |
| 2014-2015 | 0 | 0 | 1 | .2 | 1 | .2 |
| 2015-2016 | 0 | 0 | 1 | .2 | 1 | .2 |
| 2016-2017 | 0 | 0 | 1 | .2 | 1 | .2 |
| 2017-2018 | 0 | 0 | 1 | .2 | 1 | .2 |
| 2018-2019 | 0 | 0 | 1 | .2 | 1 | .2 |
| Faculty | | | | | | |
| 2014-2015 | 2 | 2.0 | 1 | 1.0 | 3 | 3.0 |
| 2015-2016 | 0 | 0 | 3 | 3.0 | 3 | 3.0 |
| 2016-2017 | 0 | 0 | 3 | 3.0 | 3 | 3.0 |
| 2017-2018 | 0 | 0 | 3 | 3.0 | 3 | 3.0 |
| 2018-2019 | 0 | 0 | 3 | 3.0 | 3 | 3.0 |
| Staff | | | | | | |
| 2014-2015 | 0 | 0 | 1 | 0.5 | 1 | 0.5 |
| 2015-2016 | 0 | 0 | 1 | 0.5 | 1 | 0.5 |
| 2016-2017 | 0 | 0 | 1 | 0.5 | 1 | 0.5 |
| 2017-2018 | 0 | 0 | 1 | 0.5 | 1 | 0.5 |
| 2018-2019 | 0 | 0 | 1 | 0.5 | 1 | 0.5 |
| TOTAL | 2 | 2.0 | 23 | 16.5 | 25 | 18.5 |

PHYSICAL PLANT

1. **Adequacy of existing physical facilities:** The existing facilities are adequate; however, we would propose a modification to an existing classroom that would be converted to an athletic training specific learning lab. Specifically, the classroom would be divided into two separate classrooms; therefore, it will be advantageous for the entire department by resulting in one more existing classroom. The learning lab would also be used to establish a new on-campus clinical site in which the students could gain clinical hands-on experience. The lab would be set-up as an athletic training clinic that would be staffed by the athletic training faculty during certain hours of the day during the week. The clinic would accept patients from the student body, faculty, and staff that may be suffering from a musculoskeletal dysfunction and/or injury. The modifications are reasonable and can be done by the physical plant staff. Specifically, the modifications would require the installation of a studded gypsum board wall that would divide the existing classroom. The installation of ground fault interrupter (GFI) receptacles in the wall would be needed to provide power for various therapeutic modalities, etc. that will be utilized during laboratory/clinical practicum courses and during the hours that the room serves as an athletic training clinic. The room would also require the installation of information technology equipment for “smart” classroom capabilities. Modifications to this classroom space would be made with funds from the Physical Plant and Instructional Technology budgets.
2. **Additional physical plant requirements:** No additional requirements will be necessary.

EQUIPMENT

Due to the fact that Lander University currently supports an undergraduate degree program in this area, the university has much of the needed equipment for delivery of this program. Lander’s course management system, Blackboard, currently supports undergraduate and graduate coursework. All faculty members are currently supplied with laptops which are updated on a tri-annual basis. Some equipment will need to be replaced or updated as the

program moves forward. Among these pieces are a Biodex unit and a few therapeutic modality units. All require access to electrical outlets that can support machinery of their size, will require regular maintenance, and include programming software that will need to be updated periodically. However, these considerations are already being met with equipment currently required for the undergraduate program and there is every reason to believe that the university will continue to upgrade and maintain necessary equipment in an appropriate manner.

LIBRARY RESOURCES

The Lander University Jackson Library services include collection development, bibliographic instruction, reference, an online catalog, online access to databases, government documents, interlibrary loans, circulation, reserves, and tours. The library is open 75 hours each week during fall and spring semesters, and a staff of three reference librarians and a Director are available for individual research consultations. The librarians work shifts at the reference desk, answer reference questions via the telephone, and respond to emails. The library's liaison program assigns departments to each of the librarians. Professional librarians assist students taking Athletic Training classes in identifying and navigating sources which are relevant to their coursework. They also help students learn how to develop search strategies for future assignments and other queries. An online catalog allows students to access and search the holdings via the Internet. A search can be conducted by author, title, subject, and keywords, helping the students narrow their searches to the relevant titles needed to complete research assignments. There are also 29 computers available for bibliographic instruction on site. Faculty members can request a general overview of the resources that relate to the course or have an instruction class tailored to an assignment. Librarians will work with faculty members to tailor a bibliographic instruction class to fit specific needs.

Materials, print and electronic, that are not relevant, redundant, or out-of-date are routinely removed from the collection. After the creation of a new graduate program, such as the proposed Master of Science in Athletic Training, the library would systematically purchase relevant materials for the program, as outlined in selection guides such as *Resources for College Libraries* and *Choice*. The librarians routinely work with faculty members in the department to select and highlight appropriate materials for research. These materials include, but are not limited to, monographs, literature, and online databases. The Library has access to research journals such as *Sports Health*, *Athletic Training and Sports Health Care*, and the *International Journal of Athletic Therapy and Training* via the database SportDiscus with Full-Text.

The library subscribes to over 67 print periodicals. The library provides access to over 60 general and subject-specific databases, including *Academic Search Complete* and *SportDiscus with Full-Text*. Together these highly-specialized databases provide access, either in full-text or in citation, to relevant, diverse, and peer-reviewed articles. Additionally, the library serves as a full depository for South Carolina state documents, and federal documents received are housed with the regular collection. When possible the library provides in the online catalog a hyperlink to the digital version of the print government documents that the library receives.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

The proposed professional graduate program will require accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) as does the undergraduate professional program that the university currently supports. Again, the undergraduate program will be closed after currently enrolled students complete the program. The CAATE, due to several programs wishing to voluntarily transition from an undergraduate to a graduate professional program, offers a substantive change process to those programs that are in good standing and are in mid-

accreditation cycle. The current undergraduate program is accredited through the 2017-2018 academic year and is eligible for this process. This substantive change eliminates the need for a program to complete an initial accreditation study and review and is a cost-saving process for the institution.

Graduates of a CAATE-accredited professional (undergraduate or graduate) program are eligible to sit for the Board of Certification examination which serves as the entry-level credential required to practice as an athletic trainer. Furthermore, individuals must also attain the appropriate state-level credential. The state of South Carolina requires athletic trainers to become certified as a DHEC State Certified Athletic Trainer. The qualifications needed to attain this certification require a current BOC credential and a current emergency cardiac care certification (e.g., American Red Cross CPR for the Professional Rescuer).

The CAATE requires that programs must attain a minimum three-year aggregate first-time pass rate of seventy percent (70%) on the BOC examination. The current undergraduate program has attained a one hundred percent (100%) first-time pass rate over the past four academic years.

ARTICULATION

The professional graduate program in athletic training would be the only such program offered by a public institution in South Carolina. A professional program in athletic training prepares students to sit for the Board of Certification examination, which is the entry-level credential necessary to practice as an athletic trainer in the United States (all candidates who challenge the exam must graduate from a CAATE accredited undergraduate or graduate professional program in athletic training). Professional programs in athletic training are currently offered at the undergraduate and graduate levels. In addition to professional programs, the CAATE also serves as the national accreditor for post-professional and residency programs in athletic training (students of these programs must be credentialed by the Board of Certification prior to matriculation). Coursework taken at other accredited athletic training programs would be open to review for transferability. Lander is open to establish relationships with other institutions across the state as they have the potential to serve as feeder programs for the proposed Master of Science degree in Athletic Training. Inter-Institutional cooperation currently exists with the undergraduate professional programs, and would continue with the proposed program. For example, there are annual workshops sponsored by the South Carolina Athletic Trainers' Association in which faculty and students from each of the accredited programs facilitate/present/attend sessions related to the practice of athletic training. These workshops focus on fostering the importance of professional development.

ESTIMATED COSTS AND SOURCES OF FINANCING

| ESTIMATED COSTS BY YEAR | | | | | | |
|-------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------|
| CATEGORY | 1 st | 2 nd | 3 rd | 4 th | 5 th | TOTALS |
| Program Administration | 17,030 | 17,030 | 17,030 | 17,030 | 17,030 | 85,150 |
| Faculty Salaries | 64,679 | 258,717 | 258,717 | 258,717 | 258,717 | 109,9549 |
| Graduate Assistants | 0 | 0 | 0 | 0 | 0 | 0 |

| ESTIMATED COSTS BY YEAR | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| CATEGORY | 1st | 2nd | 3rd | 4th | 5th | TOTALS |
| Clerical/Support Personnel | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 | 75,000 |
| Supplies and Materials | 5,500 | 10,500 | 10,500 | 10,500 | 10,500 | 47,500 |
| Library Resources | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | 5,290 |
| Equipment | 39,000 | 750 | 750 | 750 | 750 | 42,000 |
| Facilities | 6000 | 0 | 0 | 0 | 0 | 6,000 |
| Other (Public Relations/ Advertising, Insurance, CAATE fees, Continuing Education, One-time Substantive Change Fee, Dues, Calibration Checks) | 6,540 | 10,140 | 13,370 | 10,140 | 10,470 | 50,660 |
| TOTALS | 154,807 | 313,195 | 316,425 | 313,195 | 313,525 | 1,411,148 |
| SOURCES OF FINANCING BY YEAR | | | | | | |
| Tuition Funding | 68,960 | 265,946 | 406,756 | 406,756 | 406,756 | 1,554,470 |
| Program-Specific Fees | 6,000 | 12,000 | 12,000 | 12,000 | 12,000 | 54,000 |
| State Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| Reallocation of Existing Funds** | 15,000 | 81,138 | 81,138 | 84,038 | 81,138 | 342,452 |
| Federal Funding | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Funding (Specify) | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTALS | 89,256 | 359,084 | 499,894 | 502,794 | 499,894 | 1,950,922 |

*Special legislative appropriations to support the program.

**Specify significant internal sources of reallocated funds. Add additional rows as necessary.

- b. Given that this program will launch during the Summer 2015 session, if approved, The Estimated Costs by Year provided for Year 1 above indicates the costs associated with the Summer 2015 session. Years 2 through 5 above indicate the costs associated with each of the following four full academic years (Fall, Spring, and Summer 2015 - 2019). CAATE has guidelines about the number of students clinical preceptors may supervise. Given the number of clinical preceptors in the area and the capacity of the faculty, the program will cap each cohort at ten students. The majority of those, it is anticipated, will come from students pursuing an Exercise Science major through their junior year at Lander University who will apply to shift to the 3-2 master's in Athletic Training. Students from outside Lander or recent graduates of Lander may also apply for the program. Based on current student in-state and out-of-state enrollment, the prediction is that seven of those accepted into each cohort will be in-state residents and three will be out-of-state residents.
- c. No special state appropriations have been requested nor will be required for this program.
- d. Funds to support the Master of Science in Athletic Training will come from two sources: tuition and the reallocation of existing funds that currently support Lander's undergraduate athletic training program. Graduate tuition for in-state students at Lander University is \$474 per semester hour or \$5,533 for a 12-hour load. Graduate tuition for out-of-state students at Lander University is \$853 per semester hour or \$10,558 for a 12-hour load. It is anticipated that this graduate program will admit the maximum number of ten students with each summer's cohort: seven in-state students and three out-of-state students (\$209,066 tuition for ten students per fall/spring/summer academic year). Thus, when the second cohort enters the program, there will be a steady number of 20 students each year: ten in the cohort completing their degree and ten in the incoming cohort. The tuition budget has been completed accordingly. Students will pay a fee of \$600 each session (summer, fall, spring, summer, fall, spring) to cover the cost of consumable materials used in the program. These are the two student-generated sources of revenue.

The university currently supports an undergraduate Athletic Training program. Thus, many of the items needed to transition to a masters-level program are already in place (e.g., one full-time faculty member, equipment, memorandum of understanding with clinical sites, clerical staff, ongoing CAATE accreditation) and will be allocated to the graduate program. Several additional equipment items will be needed. Some slight renovation to the teaching space will be required to accommodate updated equipment. The university will also need to hire a teaching faculty with doctoral-level terminal degrees in Athletic Training or related fields such as Exercise Physiology, Biomechanics, or Rehabilitation Science. Because (a) graduate faculty load is computed on a 4/3 basis and (b) CAATE requires course release time for the Athletic Training program director and clinical coordinator, two additional faculty members in this field will be needed. Funds for these additional expenses will come from the university's budget for (a) equipment and (b) faculty/personnel.