



TOPIC: Salisbury University: Master of Science in Athletic Training

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: November 4, 2014

SUMMARY: The university has offered an athletic training program since 1972. The current entry-level baccalaureate program received initial accreditation in 1998 and reaccreditation in 2004 and 2011. The next accreditation review will be in 2021. Salisbury University proposes to transition the Athletic Training major from a baccalaureate to a master-level degree in accordance with the parameters set forth by the Commission on Accreditation of Athletic Training Education (CAATE). Admission to the undergraduate program has been suspended in anticipation of moving to the required master's degree if approved.

The proposal to move to a graduate degree program is motivated by internal and external factors. Internally, the attrition rate for undergraduate students in the program is quite high (since 2004, 29% have either been dropped for academic deficits or selected another major). This high attrition rate mirrors a national trend in athletic training programs, and is in part what spurred the National Athletic Trainer's Association (NATA) to examine undergraduate programs throughout the country. After a thorough review, NATA developed a white paper recommending that athletic trainers, like other healthcare professions, should have an entry-level master's program. Among the key findings of the report are that "graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice." Because there are extensive content courses necessary for certification examination eligibility, the current baccalaureate exceeds 120 credits and still does not have all of the foundational sciences. Under this proposal for graduate level preparation, students can build a strong foundation of health-related basic science courses as undergraduates before moving into the professional courses of a graduate program.

There are currently only three athletic training education programs in Maryland (Salisbury University, Frostburg State University, and Towson University), all at the baccalaureate level, with an average of only 28 graduates per year. This proposed program would be the only post-baccalaureate athletic training program in the State, thus enhancing the marketability of graduates in an expanding job market. According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow 21% between 2012 and 2022, which is 10% higher than the average for all occupations. Regionally, even in the absence of state legislation, a rising number of high schools either hire athletic trainers or have access through clinic outreach. For example, 61% of high schools in Maryland and 87% of high schools in Virginia employ athletic trainers. In Delaware and Pennsylvania, 96% of high schools employ athletic trainers. In recent years, student-athlete deaths caused by heat-related illnesses and concussions have highlighted the need (and demand) for qualified professionals in secondary school settings, making the demand for athletic training services likely to increase.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to offer the Master of Science in Athletic Training.

COMMITTEE RECOMMENDATION: DATE: November 4, 2014

BOARD ACTION: DATE:

SUBMITTED BY: Joann Boughman 301-445-1992 jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

Salisbury University

Institution Submitting Proposal

Athletic Training

Title of Proposed Program

Master of Science in Athletic Training

Summer II 2016

Degree to be Awarded

Projected Implementation Date

0835.05

51.0913

Proposed HEGIS Code

Proposed CIP Code

Athletic Training

Donna Ritenour

Department in which program will be located

Department Contact

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Contact Phone Number

Contact E-Mail Address

Deane D. Allen

Signature of President or Designee

10-09-14

Date

Centrality to institutional mission statement and planning priorities:

Salisbury University's Department of Health and Sport Sciences is proposing to offer a professional program leading to a Master of Science in Athletic Training (MSAT). The proposed program is closely aligned with Salisbury's 2014 Mission Statement, which defines the university's overall goal as "offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied master's and doctoral programs." This graduate degree will prepare students for employment as athletic trainers, a health care profession with significant demand in the State of Maryland and nationally.

Athletic training involves the diagnosis and management of active individuals who sustain traumatic or lingering injuries, or who develop acute illnesses or other medical conditions that impair a person's normal function. To practice as an athletic trainer, a candidate must complete an entry-level athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students must also pass the national certification examination and in most states, apply for a license to practice as an athletic trainer.

Salisbury University's mission was the foundation for the development of the athletic training program's mission statement and goals:

Program Mission Statement

The Athletic Training Program is dedicated to providing a quality education to students who are enrolled in the athletic training major at Salisbury University. The Athletic Training Program is a recognized leader in providing outstanding classroom and clinical instruction in the prevention, recognition, evaluation, treatment and rehabilitation of patients. A diverse and cooperative clinical environment that is located in the University's Intercollegiate Athletics Department and various other affiliated sites is made available to every athletic training student. The Program is committed to providing an academic and clinical education that will prepare the student for a professional career as an Athletic Trainer.

Program Goals

1. The Athletic Training Program (ATP) seeks to foster students' growth and development as health care professionals. Holistically, we strive to establish productive and civic-minded members of society.
2. The Athletic Training Program aims to develop thoughtful health care professionals who possess the skills, knowledge, and values necessary to deliver quality health care. Comprised of classroom and clinical experiences, the ATP emphasizes the development of skills, knowledge, and competencies essential for the practice of an Athletic Trainer.
3. The Athletic Training Program through its constructivist design will develop the students' critical thinking and expand cooperative relationships within the medical and allied health community in providing health care to patients.
4. The Athletic Training Program is committed to providing classroom instruction, clinical supervision and objective assessment and advising to students that is consistent with the ideals of the NATA Code of Professional Ethics which can be found at <http://www.nata.org/aboutNATA> and the Board of Certification's Standards of Professional Practice which can be found at http://www.bocatc.org/index.php?option=com_content&view=article&id=51&Itemid=111
5. The Athletic Training Program is designed to prepare students for the Board of Certification Examination upon successful completion of the Athletic Training Program and graduation from Salisbury University with a Master of Science Degree in Athletic Training.

The proposed athletic training program also supports SU's recently adopted strategic plan, primarily the first goal, to educate students for success in academics, career, and life. There are several initiatives under Focus Area 1: Academic Planning that are directly addressed with this program offering.

Goal 1.1 Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce and an increasingly diverse student body.

Salisbury University is currently one of only three Universities (Towson and Frostburg are the others) that offer athletic training as a Bachelor of Science degree in Athletic Training. The decision to replace the current undergraduate program with an MSAT program was made in anticipation of changes in the accreditation requirements from the CAATE. It is projected that CAATE will soon require institutions to offer Athletic Training Programs at the graduate level.

Goal 1.4 Provide high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs.

The MSAT program will prepare students for employment immediately following graduation. Students will be eligible to take the national certification examination during their last semester in the program, and will seek employment as an Athletic Trainer in settings such as high schools, colleges, or with professional sports teams. Increasingly, Athletic Trainers are also in high demand in industrial settings, the military, performing arts, public safety, hospitals and clinics. Athletic Trainers are also being employed as physician extenders, acting as liaisons between patients and physicians.

Salisbury University has offered an athletic training program since 1972. The university's current entry-level athletic training program received initial accreditation in 1998 and reaccreditation in 2004 and 2011 at the baccalaureate level. The next accreditation review will be in 2021. SU is transitioning the Athletic Training major from a bachelor-level to a master-level degree in accordance with the parameters set forth by CAATE; we have suspended the undergraduate program in anticipation of moving to the required master's degree pending approval of this proposal.

The recommendation to move to a graduate degree program is motivated by internal and external factors. Internally, the attrition rate for undergraduate students entering the athletic training program is quite high; since 2004, 29% of students admitted into the professional program have either been dropped for academic deficits or have selected another major, thereby lengthening their time to degree considerably. This high attrition rate mirrors a national trend in athletic training programs, and is in part what spurred the National Athletic Trainer's Association (NATA) to examine undergraduate programs throughout the country. After a thorough review, NATA developed a white paper recommending that athletic trainers, like other healthcare professionals, should have an entry-level master's program. Among the key findings of the report are that "graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice." SU's MSAT program will best prepare students for the demands of the profession. (http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf).

Moving the professional program to a Master's degree allows us to maintain the traditional, well-rounded undergraduate education without impeding students' ability to complete the coursework and clinical experiences necessary for BOC examination eligibility and a career in Athletic Training. In an effort to fit enough required content for the examinations, our current Bachelor's Degree exceeds 120 credits and still does not have all of the foundational sciences. Under this new proposal, students can build a strong foundation of health-related basic science courses as undergraduates before moving into the professional courses of a graduate program.

CHARACTERISTICS OF THE PROPOSED PROGRAM

Adequacy of curriculum design and delivery to related learning outcomes:

SU athletic training alumni are employed throughout the country and in various health care settings. As the profession of athletic training emerged and educational standards have changed over the past few decades, the administration, faculty and staff have dedicated themselves to revamp the curriculum and allocate resources to maintain the standards for national accreditation.

One of the program goals is to develop thoughtful health care professionals who possess the skills, knowledge, and values necessary to deliver quality health care. This will be achieved through a constructivist design that emphasizes student-centered, experiential activities and problem-based learning. This format allows students the opportunity to think critically and use clinical decision-making skills to manage patients in a structured scenario. Different patient populations and a variety of injuries that students may not have seen during their clinical rotations can be addressed in this setting. Many SU alumni from our current program report seeing some of the contrived cases play out in their new jobs, and feeling comfortable with their management as a result of the classes. Employers have also communicated their satisfaction with the ability of SU alumni to apply critical thinking skills in their current jobs. The program also emphasizes professional behaviors and active community participation, inspiring a spirit of civic engagement that will be valued as they move forward in their careers.

The athletic training program has a formal admissions process that assists in selecting students who will not only meet the academic requirements of the program, but who will be successful on the national certification examination and have the disposition required of a health care provider. Comprised of classroom and clinical experiences, the program emphasizes the development of skills, knowledge, and competencies essential for the practice of an athletic trainer. The curriculum is structured based on the learning-over-time model where students obtain foundational knowledge through didactic courses, then are introduced to clinical skills in a structured laboratory setting and are supervised as they apply the knowledge through clinical practice. Delivery of the curriculum focuses on adult learning strategies based on a constructivist design. The four clinical proficiency classes incorporate problem-based learning, which fosters self-directed collaboration and critical thinking skills in order to demonstrate mastery of clinical proficiencies. Preceptors use a scaffolding technique to allow for more autonomous practice in clinical skills acquisition. The primary objective of the athletic training program is to develop thoughtful professionals who have foundational knowledge, demonstrate mastery of clinical skills, and possess values necessary for the delivery of quality health care.

The admissions standards for Salisbury University's athletic training program are competitive and include the following prerequisites:

- A. Bachelor's degree from an accredited institution of higher education with a minimum grade point average of 3.2
- B. Complete the following prerequisite courses:
 - a. Introduction to Psychology
 - b. Statistics
 - c. Introduction to Athletic Training
 - d. Health and Wellness
 - e. Anatomy and Physiology (8 credits)
 - f. Chemistry or Physics (4 credits)
 - g. Kinesiology with Lab
 - h. Exercise Physiology with Lab
- C. Complete a minimum of 100 clinical hours under direct supervision of an athletic trainer.
- D. Submit two letters of recommendation (one must be from an Athletic Trainer).
- E. Submit verification of current BLS certification healthcare provider or professional rescuer.
- F. Submit verification of First Aid Certification.
- G. Complete an essay that addresses a current health-related topic. Rating on this essay will be based on critical thinking and writing ability.
- H. Complete a formal interview.

Course Requirements:

The curriculum features 36 credit hours of coursework specifically devoted to the athletic training domains. Students must maintain a minimum GPA of 3.0, with grades no lower than C, and no more than 6 credit hours of C or C+ in the program. Once formally admitted to SU's athletic training program, students are required to complete two years of clinical experiences and demonstrate mastery of clinical proficiencies through four successive clinical proficiency courses: ATTR 505, 555, 605, & 655. Students are required to complete a minimum of 180 (300 maximum) clinical experience hours under direct preceptor supervision as part of each

proficiency course. Clinical sites are assigned on an individual basis and are based on the student's long-term professional goals.

501. Injury/Illness Prevention

3 hours credit

Designed to introduce foundational knowledge of injury/illness prevention and emergency management. Emphasis is placed on preventative measures to minimize the risk of injury/illness. The course discusses primary responsibilities of the athletic trainer as a health care provider. The history and governance of the athletic training profession is presented.

505. Risk Management Strategies

3 hours credit

Designed to integrate the topics of nutrition, strength and conditioning and injury prevention in a problem-based learning format. In addition, students will be assessed on these topics during clinical rotation assignments through clinical proficiency assessment. Prerequisite: ATTR 501.

510. Acute Care of Injury/Illness

3 hours credit

Designed to address the pathology and medical management of specific acute illnesses and traumatic injuries that may be encountered by the athletic trainer. Attention is given to the clinical signs and symptoms of orthopedic-related injuries and clinical manifestations of acute trauma of the body's systems. Pathology of injuries and illnesses is covered to build a foundation of knowledge for further inquiry. Prerequisite: ATTR 501.

520. Orthopedic Assessment & Diagnosis

3 hours credit

Designed to introduce students to clinical assessment techniques for orthopedic injuries. Students will learn to take a complete patient history including mechanism of injury and chief complaint in order to develop a differential diagnosis. In addition, they will acquire examination techniques including observation, palpation, range of motion assessment, and manual muscle, neurovascular and laxity testing to objectively rule out possible injuries and arrive at an appropriate working diagnosis. Prerequisite: ATTR 501.

555. Pathology & Assessment

3 hours credit

Designed to integrate the topics of on-field and clinical assessment and acute care in a problem-based learning format. In addition, students will be assessed on these topics during clinical rotation assignments through clinical proficiency assessment. Course Prerequisites: ATTR 510, ATTR 520.

560. Therapeutic Modalities

3 hours credit

Designed to introduce the theory and application of therapeutic modalities and physical agents commonly utilized in the athletic training profession. Focus of the materials presented includes the selection, indications, contraindications and appropriate parameter selection. Prerequisite: ATTR 505.

570. Therapeutic Exercise

3 hours credit

Designed to provide the student with programs, theories and concepts vital in conditioning, reconditioning, and injury rehabilitation. Students gain an understanding of trauma and the healing process and how these affect decisions made in the initiation and progression of a rehabilitation program. Prerequisite: ATTR 505.

605. Therapeutic Interventions

3 hours credit

Designed to integrate the topics of therapeutic modalities, rehabilitation and reconditioning in a case-based learning format. In addition, students will be assessed on these topics during clinical rotation assignments through clinical proficiency assessment. Prerequisites: ATTR 570.

610. Research Methods for Clinical Practice

3 hours credit

Designed to provide students with information regarding basic concepts of and methods for conducting quality research. In addition, students will have the opportunity to apply basic statistical procedures using statistical analysis software. The course introduces the concept of evidence-based practice to develop critical thinking and clinical decision making skills in future healthcare providers. By utilizing a systematic approach to ask and answer clinically relevant questions, students will develop strategies for optimizing patient care. Prerequisite: ATTR 555.

620. Health Care Administration**3 hours credit**

Designed to examine the various issues, policies and procedures involved with the administration of a health care facility. An intensive study will be made of facility organization and design, legal liability, personnel management, equipment maintenance and budgeting, record keeping, health care services, counseling and public relations. Prerequisite: ATTR 555.

655. Administration & Professional Development**3 hours credit**

Designed to integrate the topics of psychosocial referrals, pharmacological interventions, organization and administration in a case-based learning format. In addition, students will be assessed on these topics during clinical rotation assignments through clinical proficiency assessment. Prerequisites: ATTR 610, ATTR 620.

660. Applied Research**3 hours credit**

Designed to allow students the opportunity to complete a research project either through an original research design including a data collection process or in the form of a meta-analysis utilized to answer a clinically relevant question. Students will complete the task under the supervision of a faculty member. The completed process would result in a scholarly presentation or publication submission. Prerequisite: ATTR 610.

The National Athletic Trainers' Association's Executive Committee for Education (ECE) released the 5th edition of the Athletic Training Education Competencies in 2011. The CAATE requires that the competencies be taught and evaluated in all accredited professional athletic training programs. The document includes over 200 knowledge and skill-based competencies related to eight content areas: Evidence-Based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injuries and Illnesses, Therapeutic Interventions, Psychosocial Strategies and Referral, Healthcare Administration, and Professional Development and Responsibility. The ultimate goals are to synthesis and integrate knowledge, skills, and clinical decision-making into patient care. The following clinical integration proficiencies (CIPs) were developed by the ECE and must be implemented by all programs. Each course in the Athletic Training program has a set of learning objectives related to its respective content areas. The clinical-based courses (ATTR 505, 555, 605, and 655) allow students an additional opportunity to integrate these competencies across content areas.

Prevention and Health Promotion

CIP-1. Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

CIP-2. Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

CIP-3. Develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.

Clinical Assessment & Diagnosis/Acute Care/Therapeutic Intervention

CIP-4. Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions.

Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.

CIP-5. Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.

CIP-6. Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

Psychosocial Strategies and Referral

CIP-7. Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.

CIP-8. Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

Healthcare Administration

CIP-9. Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

Students are eligible, during the last semester of the program, to sit for the Board of Certification (BOC) examination for Athletic Trainers. Once successful in passing the BOC examination and completing all program requirements for graduation, graduates are required to apply for licensure (or equivalent) to practice as an athletic trainer in their state of employment.

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

As an accredited program, Athletic Training must undergo rigorous external review from its accrediting body. CAATE requires an extensive evaluation of courses, faculty, and student learning outcomes. During our last self-study and site visit, we were awarded a 10 year accreditation cycle. As a result our current CAATE Accreditation is in effect until 2020-2021. An annual report is due October 15th of each year to maintain accreditation. Each annual report requires a formal analysis of:

Section I. General Program Information

Section II. Applicants & Enrollment: enrollment and demographics

Section III. Faculty: Qualifications, Teaching Loads, Responsibilities and Reassignment Time

Section IV. Program Operations: Tuition, Fees, Program Personnel and Supply Expenditures.

Section V. Outcomes: Annual Programmatic Goals, Outcome Measures, Benchmarks.

Section VI. Access to Information and Compliance: Reiteration of CAATE Compliance.

Additional on-line evaluations include an Exit Interview, Alumni Survey and Employer Evaluation. The Exit Interview is emailed to the students after graduation. Students are asked to complete the evaluation following an attempt of the certification exam. In addition, the program receives certification exam results from the BOC. Three years post-graduation, students are sent the Alumni Survey via email. As they complete this form, students provide contact information for their employers. The employers are contacted via email to complete the evaluation approximately two weeks later.

**Consistency with the State’s minority student achievement goals
(as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).**

Goal #3 of the State plan is to “ensure equal opportunity for Maryland’s diverse citizenry.” At the present time, there are no institutions in the state of Maryland that offer post-baccalaureate professional programs in athletic training; therefore, the proposed graduate program at Salisbury University would be able to provide this additional educational opportunity for students completing prerequisite coursework at institutions throughout the state and region. Currently, two of the three HBI’s (UMES and Morgan State University) have undergraduate programs that serve to meet the prerequisites for graduate studies in athletic training or have the possibility of developing an undergraduate program to meet those needs. Notably, Salisbury University currently has an established affiliation agreement with the University of Maryland Eastern Shore (UMES) Intercollegiate Athletics Department, a collaboration we plan to continue with the MSAT program. Exposure through this collaboration might serve to strengthen the potential pathway for students who have completed the UMES Bachelor of Science Degree in Exercise Science program and wish to pursue the proposed graduate degree and certification as an Athletic Trainer.

The MSAT program will base the admission and retention of students by adhering to the guideline established for the state of Maryland and Salisbury University. Salisbury University’s cultural diversity goals and initiatives established in the 2013-2018 strategic plan are recognized and supported.

Relationship to low productivity programs identified by the Commission:

N/A

Critical and compelling regional or statewide need as identified in the State Plan:

Goal #2 of the MHEC State Plan: “Access, Affordability and Completion” states that “all Marylanders who can benefit from and are willing to engage in postsecondary education have the opportunity to do so.” At the present time, there are only three institutions in the State of Maryland that offer a professional program in athletic training at the baccalaureate level. There are no institutions offering athletic training at the graduate level. As the profession of athletic training critically examines the appropriate professional degree, it is imperative that there are institutions within the State of Maryland that offer students an opportunity to pursue a career in athletic training. Successfully transitioning the athletic training program from a baccalaureate to a post-baccalaureate professional program would provide that necessary access for Maryland residents.

Goal #4 of the MHEC State Plan: “Innovation” recommends that “faculty integrate technology into their classrooms, and assess the quality and utility of alternate approaches such as competency-based education.” We anticipate the development of several hybrid courses, which would allow students an opportunity to participate in competency-based clinical experiences while still gaining valuable didactic experiences using an on-line format as needed. Facilitating student success using an outcomes-focused approach is inherent within an athletic training education program. Bridging the didactic with the clinical allows students to connect what they are learning in the classroom/on-line with real life application. This approach to learning encourages students to apply their knowledge and skills in order to benefit society as a whole. This goal is also consistent with our accrediting agency, the CAATE, which urges programs to “create an environment that encourages innovative and new curricula that prepare athletic trainers for our future place in health care.”

Theme #5 of the USM Strategic Plan: "Achieving and sustaining national eminence through the quality of our people, our programs, and our facilities." Within this goal, there is an emphasis on "attracting, supporting, and retaining high-quality students." At the baccalaureate level, Salisbury University's athletic training program has demonstrated tremendous success in preparing students for entry-level athletic training positions. Since 2004, every student that has graduated has taken and passed the national certification examination, with the exception of one student. We anticipate that this success will continue at the graduate level. Furthermore, there are currently no post-baccalaureate professional programs in the State of Maryland. Transitioning to graduate studies will allow Salisbury University to be selective in attracting and retaining high-quality students.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow 21% between 2012 and 2022, which is 10% higher than the average for all occupations.

<http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm#tab-6>

While no state legislation currently exists that requires secondary schools to employ athletic trainers, a high percentage of high schools in the surrounding states have access to athletic training services either through direct employment or clinic outreach. For example, 61% of high schools in the State of Maryland and 87% of high schools in the State of Virginia employ athletic trainers. This number is much higher in both Delaware and Pennsylvania, where 96% of high schools employ the services of athletic trainers. Likewise, Washington, DC has succeeded in placing an athletic trainer in all of their high schools. Student-athlete deaths in the past 10 years from heat-related illnesses and concussions have highlighted the need (and demand) for qualified health care professionals in secondary school settings. With support from the American Medical Association and the American Academy of Family Physicians, the number of high schools providing athletic training services in the next five years is expected to rise.

There currently are only three athletic training education programs in the State of Maryland (Salisbury University, Frostburg State University, and Towson University). Salisbury University would be the only post-baccalaureate athletic training education program in the State of Maryland, thus enhancing the marketability of graduates in an expanding job market. In an effort to mirror a national trend in peer healthcare professions which prepare their students for professional practice at the graduate level, the athletic training profession has explored the need to do likewise. In response, there has been an increase in both the number and percentage of institutions offering post-baccalaureate athletic training programs, a move that is likely to reduce the number of baccalaureate professional athletic training programs nationwide. In the event that there are fewer programs nationwide, the profession should be able to meet the predicted increase in the workforce demand by switching to post-baccalaureate programs.

There are currently 43,000 certified athletic trainers nationally who are employed in several settings. (www.nata.org) Colleges/Universities, and Professional Schools employ the most certified athletic trainers, whereas the spectator sports have the highest concentration. Other employment settings with the highest concentration includes Offices of Other Health Practitioners, Amusement and Recreation Industries and General Medical and Surgical Hospitals <http://www.bls.gov/ooh/healthcare/>.

With an average of 28 students per year (SU 6.7, Towson, 16, Frostburg 5), very few students graduate from the three athletic training programs in the State of Maryland <http://caate.net/program-outcomes/#Pass-Rate>. With such a small number of graduates, along with a projected 21% increase in the number of athletic training positions, the employment prospects for our graduates are significant.

Reasonableness of program duplication:

While Towson University and Frostburg State University offer undergraduate programs, there are no institutions in the state of Maryland that currently offer post-baccalaureate professional programs in athletic training. We expect that this program will be a popular option for students in related undergraduate programs, such as Exercise Science, who seek employment as Athletic Trainers.

Relevance to Historically Black Institutions (HBIs)

Two of the three HBI's (UMES and Morgan State University) have undergraduate programs that either serve to meet the prerequisites for graduate studies in athletic training or have the possibility of developing an undergraduate program to meet those needs. The University of Maryland Eastern Shore (UMES) currently offers a Bachelor of Science Degree in Exercise Science which would fulfill the requirements for students to pursue graduate studies in Athletic Training. Salisbury University would be able to provide this additional educational opportunity for students completing prerequisite coursework at an HBI. Salisbury University currently has an established affiliation agreement with UMES's Intercollegiate Athletics Department, a collaboration we plan to continue with the MSAT program.

If proposing a distance education program, please provide evidence of the [Principles of Good Practice](#) (as outlined in COMAR 13B.02.03.22C).

N/A

RESOURCES AND FINANCE

Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The faculty who teach in the MSAT program are required to be Athletic Trainers who are nationally certified and licensed in the State of Maryland. The University recently hired a third tenure-track faculty member in anticipation of the move to a graduate program, and will not need to create any new positions. The program will also rely on Preceptors (Athletic Trainers and Other Health Care Professionals) to support clinical education experiences. Below is a list of current faculty and preceptors who will continue to serve the program as it transitions to a Master's level.

Program Administrators and Class Instructors

- Kelly Fiala, PhD, LAT, CSCS, University of Connecticut, Educational Psychology (Measurement, Evaluation, and Assessment); will serve as the Program Director and instruct ATTR 505. Risk Management Strategies, ATTR 520. Orthopedic Assessment & Diagnosis, ATTR 610. Research Methods for Clinical Practice, ATTR 655. Administration & Professional Development and ATTR 660. Applied Research.
- Donna Ritenour, EdD, LAT, Western Michigan University, Educational Leadership; will instruct ATTR 510. Acute Care of Injury/Illness, ATTR 560. Therapeutic Modalities, ATTR 605. Therapeutic Interventions, and ATTR 660. Applied Research.
- Jenny Toonstra, PhD, LAT, University of Kentucky, Rehabilitation Sciences; will serve as the Clinical Coordinator and instruct ATTR 501. Injury/Illness Prevention, ATTR 570. Therapeutic Exercise, ATTR 620. Health Care Administration, and ATTR 660. Applied Research.

Athletic Trainer Preceptors

- Patrick Lamboni, MEd, LAT, Salisbury University Intercollegiate Athletics Preceptor
- Matt Lipka, MS, LAT, Salisbury University Intercollegiate Athletics Preceptor
- Nicole Mosman, MS, LAT, Salisbury University Intercollegiate Athletics Preceptor
- Patricia Nativio, MS, LAT, University of Maryland- Eastern Shore Intercollegiate Athletics Preceptor
- Cindy Riley, MS, LAT, Parkside Senior High School Preceptor
- Kelly Rose, BS, LAT, James M Bennett Senior High School Preceptor
- Maureen Thompson, MS, LAT, Salisbury University Intercollegiate Athletics Preceptor
- Bryan White, MS, LAT, Wicomico High School Preceptor
- Craig Yingling, MS, LAT, Delmar Senior High School Preceptor

Other Health Care Preceptors

- Thomas Brandon, MD, Peninsula Orthopaedic Associates, Orthopedic Clinic and Surgery Preceptor
- Kemuel Carey, PA, LAT, Peninsula Orthopaedic Associates, Orthopedic Clinic and Surgery Preceptor
- Chris Carrier, PA, LAT, Peninsula Orthopaedic Associates, Orthopedic Clinic and Surgery Preceptor
- Eric Franks, MD, Peninsula Orthopaedic Associates, Orthopedic Clinic and Surgery Preceptor

- Robert Klug, MD, Athletic Training Program Medical Director and Peninsula Regional Medical Center Emergency Department Preceptor
- Jason Scopp, MD, Peninsula Orthopaedic Associates, Orthopedic Clinic and Surgery Preceptor

Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Salisbury University's Blackwell Library currently has sufficient resources to support the current athletic training program at Salisbury University; however, a change from an undergraduate one to a graduate program suggests the need to add some resources in specific areas to accommodate the increased depth of research that a graduate program requires. The Health and Sports Sciences librarian liaison, in collaboration with the Program Director, will increase the holdings in evidence-based research and post-surgical rehabilitation of orthopedic-related injuries.

Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The program currently has adequate faculty office and classroom space. Fifty percent of the clinical rotations will take place within Salisbury University's Intercollegiate Athletics Department's Athletic Training Clinic, and a second clinic is under construction as part of the stadium renovation and is scheduled to open for Spring 2016. This will provide a state-of-the-art clinical placement for SU students. In addition, this facility will allow some of the Athletic Department's staff to relocate possibly allowing for an expansion of academic space in Maggs Gymnasium.

Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

No reallocation of resources is required for this program, as it involves suspending the undergraduate program and replacing it with a graduate program. No new administrative support is required for this program. The additional library resources and equipment will be covered adequately by the increased graduate tuition rate.

Resources and Expenditures

Revenue

	Year One	Year Two	Year Three	Year Four	Year Five
Resources Categories					
Reallocated Funds	\$ -				
Tuition/Fees	\$ 121,200	\$ 242,400	\$ 242,400	\$ 242,400	\$ 242,400
# F/T Students (in-state)	11	22	22	22	22
out-of-state	1	2	2	2	2
Annual Tuition/Fee Rate in-state	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600
out-of-state	15,600	15,600	15,600	15,600	15,600
Annual F/T Revenue	\$ 121,200	\$ 242,400	\$ 242,400	\$ 242,400	\$ 242,400
# P/T students (in-state)	0	0	0	0	0
out-of-state					
Credit Hour Rate (in-state)	\$ -				
out-of-state	0				
Annual Credit hours (in-state)	0				
out-of-state	0				
Total P/T Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Grants/Contracts/ External	\$ -				
Other Sources	\$ -				
TOTAL	\$ 121,200	\$ 242,400	\$ 242,400	\$ 242,400	\$ 242,400

Expenditures

	Year One	Year Two	Year Three	Year Four	Year Five
Categories					
Total Faculty Salaries	\$ 119,700.00	\$ 199,500.00	\$ 203,490.00	\$ 207,559.80	\$ 211,711.00
a. # FTE	1.5	2.5	2.5	2.5	2.5
b. Total Salary (2% COLA)	\$ 90,000.00	\$ 150,000.00	\$ 153,000.00	\$ 156,060.00	\$ 159,181.20
c. Total Benefits (33% of salary)	\$ 29,700.00	\$ 49,500.00	\$ 50,490.00	\$ 51,499.80	\$ 52,529.80
2. Total Administrative Staff	\$ -	\$ -	\$ -	\$ -	\$ -
a. # FTE					
b. Total Salary (2% COLA)	\$ -	\$ -	\$ -	\$ -	\$ -
c. Total Benefits (33% of salary)	\$ -	\$ -	\$ -	\$ -	\$ -
3. Total Support Staff Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
a. # FTE					
b. Total Salary (2% COLA)	\$ -	\$ -	\$ -	\$ -	\$ -
c. Total Benefits (33% of salary)	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
5. Library	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
6. New or Renovated Space					
7. Other					
TOTAL	\$ 131,700	\$ 211,500	\$ 215,490	\$ 219,560	\$ 223,711