

March 15, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Master of Athletic Training

Issue

Southern Utah University (SUU) requests approval to offer a Master of Athletic Training effective in summer 2018. The institutional Board of Trustees approved the degree on December 1, 2016.

Background

The proposed Master of Athletic Training is a 51-credit-hour professional degree that would educate and prepare students to enter the athletic training profession. SUU currently offers an undergraduate athletic training program (ATP), but ATPs will be required to transition to the graduate level over the next several years in response to new national accreditation and certification requirements. SUU's undergraduate ATP is accredited by the Committee on Accreditation for Athletic Training Education (CAATE), so the institution is well positioned to move to the proposed Master of Athletic Training. Labor market information in the proposal shows healthy job growth for athletic trainers through 2024, and mean salaries for Utah are slightly higher than the national average. SUU currently enrolls approximately 25 incoming students per year in its undergraduate ATP, and demand for the proposed degree is projected to remain strong.

The proposed Master of Athletic Training would require hiring an additional tenure-track, terminally-prepared faculty member to teach courses in the athletic training and exercise science programs and provide student thesis advisement; a part-time administrative assistant would also be needed. Otherwise, existing faculty and staff are sufficient and qualified to implement the program. The proposed degree has been designed to meet ATP standards and competencies developed by the CAATE in conjunction with the Board of Certification for the Athletic Trainer, the National Athletic Trainers' Association, and certified athletic trainers from across the country. Graduates of the proposed program would be eligible to take the Board of Certification examination, which requires demonstration of proficiency in nine competency areas defined by the CAATE.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Southern Utah University's request to offer a Master of Athletic Training. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Master of Athletic Training.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Master's degree(s): Master of Athletic Training effective Summer 2018. This program was approved by the institutional Board of Trustees on December 1, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed new Master of Athletic Training (MAT) program at Southern Utah University is designed to educate, mentor, and prepare students through didactic instruction, research investigation, and hands-on application of evidence-based practice to enter the profession of athletic training.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

The Master of Athletic Training is consistent with the USHE institutional classification for Southern Utah University as a Master's granting University. Students who graduate with their MAT degree will have completed rigorous didactic education and critical hands-on experiential learning in a growing health care discipline that is rooted in public service and improving quality of life.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Over the last 15 years, SUU has filled a need for students desiring to enter the healthcare professions by becoming athletic trainers through the Bachelor's degree-granting Athletic Training Program (ATP). This has been a need especially for students living south of the Wasatch Front and in the rural Utah communities. In June 2015, the Athletic Training Strategic Alliance (National Athletic Trainer's Association, Board of Certification, and the Commission on Accreditation of Athletic Training Education, and NATA Research and Education Foundation) released a statement mandating the entry-level degree for Athletic Trainers will transition to a Master's program only within the next 7-10 years. This means all undergraduate Athletic Training Programs will be eliminated. As of July 2016, there are fewer than 65 Master's degree-granting ATP's in the United States, only six of which are located in the Intermountain West. The SUU ATP is accredited by the Committee on Accreditation for Athletic Training Education (CAATE). This gives SUU a natural foundation on which a transition from a Bachelor's degree-granting program to a Master's degree-granting program can be built in a cost effective and efficient manner.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Southern Utah University currently supports an undergraduate degree program for Athletic Training. In June 2015, the Athletic Training Strategic Alliance (National Athletic Trainer's Association, Board of Certification, and the Commission of Accreditation of Athletic Training Education, and NATA Research and Education Foundation) released a statement mandating the entry level degree for Athletic Trainers will transition to a Master's program only within the next 7-10 years. This means all undergraduate Athletic Training Programs will be eliminated. As of May 2016, the State of Utah has 496 licensed Athletic Trainers.(1) According to the Bureau of Labor Statistics, the mean salary range for athletic trainers in Utah is \$47,930 to \$63,020.(2) The

national mean salary is \$46,970, which indicates the state of Utah is slightly above current salary trends.(2) According to the 2015 US Department of Labor statistics,(3) the new job outlook for Athletic Trainers in 2024 is projected to increase 19% or approximately 5,400 new jobs. This estimate is listed "faster than average" for market demand. This indicates more demand for athletic trainers based on increased societal awareness of injury, especially in young athletes. The primary employment settings for Athletic Trainers currently are colleges universities, secondary schools and youth leagues.

1. http://www.dopl.utah.gov/Stats/2016_5.pdf
2. <http://www.bls.gov/oes/current/oes299091.htm>
3. <http://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The SUU enrollment statistics show an average of 25 incoming students each year consider Athletic Training as their first choice for a degree program. SUU has offered Athletic Training as an undergraduate degree program for over 10 years. During this time, the program has shown a strong history of success in preparing students for careers as Certified Athletic Trainers. Based on the market demand, there will be an increased need for Athletic Trainers in the workforce through 2022. Unfortunately, if SUU does not transition to a Master's program for Athletic Training, the University will lose the ability to offer Athletic Training as a degree program. Students who are drawn to SUU based on the history of the AT program will be forced to attend other Universities, which in turn will affect institutional enrollment. Under the new model, SUU potentially has the ability to pair with the undergraduate program in Exercise Science and use that degree as a feeder program for the MAT program. This would give SUU the ability to retain students for both undergraduate and graduate degrees, while becoming a destination university for students previously enrolled at other nearby in-state or out-of-state institutions. This, in turn, could positively affect university enrollment.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Weber State University - Master of Science in Athletic Training
Idaho State University - Master of Science in Athletic Training

The program at SUU would be different in that it would be a Master of Athletic Training Program to specifically serve students in the Southern portion of the State, whereas Weber State typically draws from the population in Northern Utah. SUU is also considering a study abroad option for MAT students during their final summer of graduate work at SUU. There is a potential for collaboration with Intermountain Healthcare to offer Athletic Training rotations in the St. George area at both local high schools and Dixie State University. The Master of Athletic Training would offer classes two days a week rather than five, so that students are able to attend clinical experiences outside of Cedar City.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

N/A

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

It is required that any athletic training program designed to prepare athletic training students to sit for the Board of Certification (BOC) exam be reviewed and receive accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE is an accrediting agency that is recognized and accredited by The Council of Higher Education Accreditation (CHEA). The CAATE dictates guidelines and standards that influence curriculum and quality control of athletic training programs. The CAATE would conduct a review of the proposed Master of Athletic Training prior to receiving initial accreditation, and subsequently every 3-10 years for accreditation renewal. In March 2016, the Southern Utah University Athletic Training Program received reaccreditation from the CAATE through the year 2022. Anticipated cost of receiving initial accreditation of the MAT is approximately \$1,500, with yearly accreditation fees of \$4,500.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students pursuing the MAT degree will be required to complete 51 credit hours for degree completion. This is higher than the 36 credit hours as indicated in policy R401-3.12.8.1. The reason for the increased requirement is due to the requirements set forth by the accrediting agency (CAATE) and the Board of Certification (Athletic Training Certifying entity) in regards to the amount of content that is required for preparation for the certifying exam.

Admission Requirements

List admission requirements specific to the proposed program.

A. Admission to the program will be based on the following application criteria:

Completed Bachelor's Degree

Grade of C or better in all prerequisite courses* (course work must be within 10 years of application)

GRE (152 Verbal, 152 Quantitative, 4.0 Analytical Writing)

**Students that have a 3.25 or higher GPA for the last 60 semester hours of undergraduate work are exempt from taking graduate exams. Transfer graduate students with a GPA greater than or equal to 3.00 for the last 9 semester hours are also exempt from taking graduate entrance exams.

Minimum 3.0 undergraduate GPA***

Submission of Graduate Athletic Training Program Application

Letter of Application to the Graduate Athletic Training Program

Two letters of Recommendation - one from a college-level instructor and one from a currently practicing certified athletic trainer

Program interview - on campus or phone interview

Official transcripts from all colleges/universities attended

Physical Exam and Proof of Program Mandated Immunizations (May be completed within 30 days of acceptance)

Completion of 5 panel Drug Test

Completion of Background Check

Current CPR for the Professional Rescuer or Healthcare Provider certification

Completed Technical Standards for Admission Form

B. Application deadline is January 31st for full consideration for the following summer entrance. Students are encouraged to apply for early admission as the program may reach capacity prior to general admission. Applications for the program may be obtained from the MAT website, by contacting the SUU PE Department, or by contacting the Athletic Training Program Director.

* See table for required prerequisite courses

** GPA between 2.75-2.99 will be considered if the student shows above average GRE scores

*** Students who are deficient in one or more prerequisite courses may be admitted on a conditional basis if the courses can be added to the schedule while still meeting the prerequisites prior to each graduate course.

Additional Admission Requirements for International Students:

All international students and any applicant educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit a score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 550 (paper-based) or 213 (computer-based) has been earned.

Note: After formal admission to the Athletic Training Master's degree program, students are required to complete a background check and 5 panel urine drug test. The SUU Athletic Training Program enters into Affiliation Agreements with multiple healthcare facilities and schools throughout the state. These agreements provide SUU Athletic Training student and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the SUU Athletic Training Program requires students admitted to the Athletic Training program to complete a criminal background check as well as a 5 panel urine drug test.. This screening process has been mandated by the SUU Athletic Training Program in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Physical Education and the Athletic Training faculty.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

SUU currently offers an undergraduate degree in Athletic Training and is well positioned to transition into a master's program from the bachelor's program without a great deal of need for new resources. The current ATP is housed in the Department of Physical Education and within the College of Education and Human Performance. It is not anticipated that this will need to change. Further, the current ATP administrative positions of Program Director and Clinical Coordinator will continue in like positions for the MAT. The MAT program will have some effect on undergraduate education in two ways. First, the transition will eliminate the Athletic Training Major as an option for undergraduate students. Second, some of the undergraduate classes that were taught as part of the Athletic Training Major will no longer be taught. However, with the already-allocated funds for an additional faculty line, in which the faculty member will be split between the MAT and the PE department, some of the classes will continue to be taught as electives for students majoring in exercise science.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The creation of the MAT will create the need for an additional faculty member who will assist with the teaching of MAT courses, MAT student thesis advisement, and teaching needed courses in the PE majors. Resources for the additional faculty will be reallocated from already-existing means within the College of Education and Human Performance.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The MAT program will utilize the existing Program Director, Clinical Coordinator, and Administrative Assistant within the ATP

and Department of Education. It is anticipated that in addition to those already listed, a part-time administrative assistant will be needed to assist with various office and administrative responsibilities that will be in addition to those that already exist for the current faculty and staff.

Student Advisement

Describe how students in the proposed program will be advised.

MAT students and prospective students will be advised through the course of the MAT by the Program Director, Clinical Coordinator and the Administrative Assistant.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The SUU Library currently offers both journals and textbooks in paper copies, as well and electronic resources adequate for graduate study. The library will add to their digital collection at the discretion of the faculty.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The SUU Athletic Master of Athletic Training Program (MAT) will use several assessment tools to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the satisfaction of the students in the program, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our graduates and employers of graduates. The CAATE requires each program to track the students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate.

Each semester, the students will be engaged with a faculty member where they will review and demonstrate competence with a set number of knowledge, skills, and abilities that were learned didactically the previous semester. Additionally, the students will review and demonstrate proficiency with at least two of the competencies outlined by the CAATE per week with the preceptor overseeing their clinical education experience.

The following forms will be completed by each student following each clinical rotation:

1. Preceptor Evaluation
2. Athletic Training Clinical Facility Evaluation
3. Athletic Training Student Self-Evaluation

The following form will be completed by each student's Preceptor following each clinical rotation:

1. Final Clinical Rotation Evaluation (Preceptor evaluation of the student)

The following form will be completed by every student during the spring semester:

1. Athletic Training Student Evaluation of the Athletic Training Program

Approximately 8-10 months following graduation, we will send each graduate the following forms for completion:

1. Athletic Training Alumni Survey
2. Employer Survey of Southern Utah University Athletic Training Graduates

Additional Outcomes Data:

1. SUU will track graduate placement data, indicating where graduates were placed in jobs or graduate school.
2. Each year, SUU will receive a report from the BOC indicating the students' pass rate on the certification examination.
3. SUU will also track the graduation/attrition rate.

Once a year, SUU will run the statistics on each of these assessment tools to identify trends. The AT faculty meet to review the statistics and trends to see where improvements can be made to the program. With these trends in mind, SUU will develop ways to address areas of concern. SUU will also look to see if previous changes have had the intended impact.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Athletic Training Program standards and competencies have been developed by the Commission for Accreditation of Athletic Training Education (CAATE) in conjunction with the Board of Certification, National Athletic Trainer's Association, as well as input from certified athletic trainers across the country. Every Athletic Training Program is required to adhere to The Athletic Training Clinical Competencies* in order to maintain accreditation. Additionally, the CAATE also mandates Standards for the Accreditation of Professional Athletic Training Programs**, which must also be followed in order for a University to maintain accreditation. In order to qualify to sit for the Board of Certification exam, each student must demonstrate proficiency in each of the competencies set forth by the CAATE.

*

Evidence-Based Practice (EBP)

Evidence-based practitioners incorporate the best available evidence, their clinical skills, and the needs of the patient to maximize patient outcomes. An understanding of evidence-based practice concepts and their application is essential to sound clinical decision-making and the critical examination of athletic training practice. Practicing in an evidence-based manner should not be confused with conducting research. While conducting research is important to the profession of athletic training, developing the ability to conduct a research project is not an expectation of professional education. This section focuses on the knowledge and skills necessary for entry-level athletic trainers to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence. One strategy, among others, is to use a five-step approach: (1) creating a clinically relevant question; (2) searching for the best evidence; (3) critically analyzing the evidence; (4) integrating the appraisal with personal clinical expertise and patients' preferences; and (5) evaluating the performance or outcomes of the actions. Each competency listed below is related to such a systematic approach and provides the building blocks for employing evidence-based practice. Other specific evidence-based practice competencies have also been included in appropriate content areas.

Prevention and Health Promotion (PHP)

Athletic trainers develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients'/patients' overall health and quality of life. These strategies and programs also incorporate the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease). Knowledge and Skills with PHP include: General prevention principles, prevention strategies and procedures, protective equipment and prophylactic procedures, fitness/wellness, general nutrition concepts, weight management and body composition, disordered eating and eating disorders, performance and recreational supplemental drugs.

Clinical Examination and Diagnosis (CE)

Athletic trainers must possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. The clinical examination is an on-going process, repeated to some extent each time the patient is treated. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics. Athletic trainers must also apply clinical-reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis. The clinical examination process is comprehensive and may include a review of the systems and regions identified below based on the patient's relevant history and examination findings. Consideration must also be given to the patient's behavioral and cognitive status and history; competencies addressing this content area are included elsewhere. The following systems and regions are considered as a part of CE:

Musculoskeletal, integumentary, neurological, cardiovascular, endocrine, pulmonary, gastrointestinal, hepatobiliary, immune, renal and urogenital, the face including maxillofacial region and mouth, eye, ear, nose, and throat.

Acute Care of Injuries and Illnesses (AC)

Athletic trainers are often present when injuries or other acute conditions occur or are the first healthcare professionals to evaluate a patient. For this reason, athletic trainers must be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses. Knowledge and Skills include areas of planning, examination, immediate emergent management, immediate musculoskeletal management, transportation, and education.

Therapeutic Interventions (TI)

Athletic trainers assess the patient's status using clinician- and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, a therapeutic intervention is designed to maximize the patient's participation and health-related quality of life. A broad range of interventions, methods, techniques, equipment, activities using body movement, and medications are incorporated into this domain. These interventions are designed to enhance function by identifying, remediating, and preventing impairments and activity restrictions (functional limitations) to maximize participation. Rehabilitation is conducted in a wide variety of settings (e.g., aquatic, clinic) with basic and contemporary equipment/modalities and on a wide range of patients with respect to age, overall health, and desired level of activity. Therapeutic interventions also include the use of prescription and nonprescription medications. For this reason, the athletic trainer needs to be knowledgeable about common prescription and nonprescription drug indications, adverse reactions, and interactions. Knowledge and Skill areas for TI include: Physical rehabilitation and therapeutic modalities, and therapeutic medications.

Psychosocial Strategies and Referral (PS)

Athletic trainers must be able to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. Coupled with recognition is the ability to intervene and refer these individuals as necessary. Additionally, athletic trainers appreciate the role of mental health in injury and recovery and use interventions to optimize the connection between mental health and restoration of participation. Areas of knowledge and skill include: Theoretical background, psychosocial strategies, and mental health and referral.

Healthcare Administration (HA)

Athletic trainers function within the context of a complex healthcare system. Integral to this function is an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

Professional Development and Responsibility (PD)

The provision of high quality patient care requires that the athletic trainer maintain current competence in the constantly changing world of healthcare. Athletic trainers must also embrace the need to practice within the limits of state and national regulation using moral and ethical judgment. As members of a broader healthcare community, athletic trainers work collaboratively with other healthcare providers and refer clients/patients when such referral is warranted.

Clinical Integration Proficiencies (CIP)

The clinical integration proficiencies (CIPs) represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. The CIPs have been reorganized into this section (rather than at the end of each content area) to reflect their global nature. For example, therapeutic interventions do not occur in isolation from physical assessment. In most cases, assessment of the CIPs should occur when the student is engaged in real client/patient care and may be necessarily assessed over multiple interactions with the same client/patient. In a few instances, assessment may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared practitioner.

The incorporation of evidence-based practice principles into care provided by athletic trainers is central to optimizing outcomes. Assessment of student competence in the CIPs should reflect the extent to which these principles are integrated. Assessment of students in the use of Foundational Behaviors in the context of real patient care should also occur.

National Athletic Trainers Association (2011). *The Athletic Trainer Educational Competencies*. 5th Edition. The Commission on Accreditation of Athletic Training Education, Austin, TX.

Student assessment measures occur via a variety of measures which will include but not limited to: Written, oral, and practical examinations by assigned faculty, staff and preceptors.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
PE 6030		Athletic Training and Sports Medicine	3
PE 6070		Psychosocial Aspects of Sports Performance and Conditioning	3
PE6080		Intro to Sport Science Research and Statistics	3
PE 6110	×	Clinical Instruction I	3
PE 6120	×	Clinical Instruction II - Taping and Bracing	3
PE 6130	×	Clinical Instruction III - Lower Extremity	3
PE 6140	×	Clinical Instruction IV - Upper Extremity	3
PE 6150	×	Clinical Instruction V - Therapeutic Modalities	3
PE 6160	×	Clinical Instruction VI - Therapeutic Rehabilitation	3
PE 6210	×	Evaluation of Lower Extremity and Trunk Injuries	3
PE 6220	×	Evaluation of Upper Extremity and Head Injuries	3
PE 6230	×	Therapeutic Exercise and Rehabilitation	3
PE 6240	×	Athletic Training Management	3
PE 6250	×	Therapeutic Modalities	3
PE 6260	×	General Medical Conditions	3
PE 6933		Thesis	3
PE 6998	×	Athletic Training Capstone	3
Required Course Credit Hour Sub-Total			51
Elective Courses			
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			51

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Due to the breadth and depth of knowledge necessary for demonstration of established knowledge, skills, and abilities, there will not be any variable credits offered for the MAT.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	444	15	30	30	30	30
# of Majors in Proposed Program(s)						
# of Graduates from Department	75	0	13	13	13	13
# Graduates in New Program(s)						
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,012,908	\$75,260	\$75,260	\$75,260		
Operating Expenses (equipment, travel, resources)	\$74,497					
Other:						
TOTAL PROGRAM EXPENSES		\$75,260	\$75,260	\$75,260		
TOTAL EXPENSES	\$1,087,405	\$1,162,665	\$1,162,665	\$1,162,665		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$75,260	\$75,260	\$75,260		
Appropriation	\$1,051,267					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$36,138					
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$75,260	\$75,260	\$75,260		
TOTAL DEPARTMENT FUNDING	\$1,087,405	\$1,162,665	\$1,162,665	\$1,162,665		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Expenses relating to personnel will include salary and benefits for the 2.5 FTE faculty members dedicated to the MAT program, as well as the administrative support staff, which will include .5 FTE dedicated to the MAT program.

Other expenses for the MAT include supplying and maintaining the Athletic Training Lab, which consists of a variety of equipment and supplies necessary for the education of the MAT students; costs that are associated with assuring that the students are abiding by state laws and accreditation standards in regards to identification during clinical experiences; costs associated with the supervision of the MAT students at their clinical education sites while documenting the compliance of the clinical education sites with the standards outlined by the CAATE; and costs associated with faculty maintaining certifications and licenses as outlined in the CAATE standards.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Most of the expense regarding personnel is already existing within the Physical Education department. Existing faculty and staff will be reassigned to fill the needs of the MAT. The addition of one new faculty member, whose responsibilities will include 50% of their time being dedicated to the MAT, will aid the department as a whole with teaching and other duties as assigned. Resources for the additional faculty will be reallocated from funds already existing within the College of Education and Human Development.

The reallocation of these funds does mirror the transition from a bachelor's degree-granting athletic training education program to the MAT as the bachelor's ATP would be phased out and no longer be available to undergraduate students.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Currently there is not an anticipated need for the acquiring of significant new funds.