

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Sep-16** Curriculum Bulletin _____
 Effective Date **Fall 2017** Approved by EPC _____

Department **Health Sciences**
 College **EH - Education, Health and Human Services**
 Degree **MS - Master of Science**
 Program Name **Athletic Training** Program Banner Code **ATTR**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

This action establishes an M.S. Athletic Training major. This is a 60-credit hour, 2-calendar year program that will fulfill the degree change edict delivered by the Commission on the Accreditation of Athletic Training Education (CAATE) in May, 2015 that changes the entry-level degree for the athletic trainer from the B.S. to the M.S. level. This major will be a professional preparation program that targets students wanting to pursue national certification in athletic training.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
 Current total credit hours: **0** Proposed total credit hours **60**

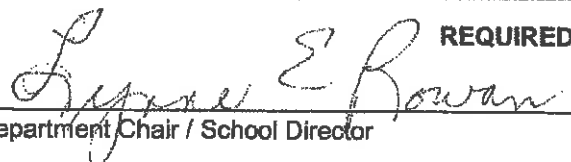
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Kent State university currently has a B.S. Athletic Training major that will run concurrently as the MS ATTR program builds. It will become obsolete and will be removed from the curricular offerings once the full transition is complete to the MS degree. Additionally, the existing M.S. EXPH ATTR major will continue to run - it is not a duplication as it is a post-professional program that targets already certified practitioners.

Units consulted (other departments, programs or campuses affected by this proposal):

School of Health Sciences, College of Podiatric Medicine, Biological Sciences, Exercise Physiology

REQUIRED ENDORSEMENTS


 Department Chair / School Director

10/7/2014

 Campus Dean (for Regional Campuses proposals)

1/1


 College Dean (or designee)

10/21/2016

 Dean of Graduate Studies (for graduate proposals)

2/14/17

 Senior Vice President for Academic Affairs or Provost (or designee)

1/1

KENT STATE UNIVERSITY
MS ATHLETIC TRAINING

FULL PROPOSAL

2016

Prepared by Kimberly S. Peer, EdD, ATC, FNATA in consultation with KSU
ATTR Faculty and the KSU Office of the Provost

Preface

This proposal is designed to establish the need, content, and implementation plan for the MS in Athletic Training at Kent State University in Kent, Ohio. It intends to provide supporting evidence that we are qualified and prepared to offer a rigorous academic program that not only meets accreditation standards, but exceeds them by integrating research across the curriculum to develop strong clinical practitioners who can critically analyze and perform research in the discipline. The ultimate goal of this program is to provide a challenging yet supportive program that facilitates transition to practice once the students graduate the program and advance to either full-time employment or continued educational programming such as PhD programs and/or clinical residency programs.

Acknowledgments

The faculty at KSU would like to thank the professionals who reviewed our preliminary prospectus. Your input and comments helped us to design a clearer, more precise proposal for consideration. As a collective group of experts, the perspectives regarding educational programming and curricular content help us as a profession to create stronger programs to enhance the profession as a whole. We are indebted to your insights as we strive to work together to develop the next generation of athletic training professionals and researchers.

New Graduate Degree Program Full Proposal Master of Science in Athletic Training

Background

A major shift in athletic training education occurred in May 2015 in which a formal declaration by the strategic alliance partners in the professional organizations governing athletic training specifies that the new entry-level degree for athletic training will be a master's degree program. There are three degree designations from the Commission on Accreditation of Athletic Training Education (CAATE): Professional Programs (prepare students to challenge the Board of Certification [BOC] examination at the baccalaureate and masters levels); Post-Professional Programs (post certified, advanced track degrees); and Post-Professional Residency Programs (advanced training). ***According to an accreditation directive, BS ATTR programs must cease to exist by 2022.***

Kent State University (KSU) currently offers the Professional Program through the Bachelor of Science Athletic Training [BS ATTR] major and also a non-accredited Post-Certification program through the Master of Science Exercise Physiology major with a concentration in Athletic Training [MS EXPH ATTR], both housed in the School of Health Sciences [HS] within the College of Education, Health and Human Services [EH]. ***The BS ATTR program will be phased out (allowing for current student completion only) when the MS ATTR program is approved.***

The purpose of this proposal is to establish a new Master of Science Athletic Training [MS ATTR] major to be designated as an Professional Program as specified by CAATE and to demonstrate that Kent State University is prepared and qualified to offer this program. The BS ATTR and MS EXPH ATTR majors will not change at this time. The designation of the MS is supported through the research courses including a methods course, required research projects throughout the curriculum, implementation of evidence-based practice principles, and a culminating extensive capstone thesis.

Need:

Elevating this degree program to include extensive research and integration of clinical research supports the transition to the MS program. This degree program emphasizes the need to competently evaluate and produce quality research in the discipline rather than simply elevate clinical skills. Through the implementation of research throughout the entire curriculum and the completion of research projects and a comprehensive capstone thesis/project, research is central to the mission of this program.

As a program, we are strongly suited to deliver and support an MS program with a research focus. Our faculty (see below table) has extensive research experience and clinical experience to support MS projects and thesis work. Our faculty and facilities are well-established and comprehensive to challenge students to expand

their mastery in the discipline through cutting-edge research projects using state-of-the-art equipment to gather meaningful data.

The MS program will be substantially different than the BS program in areas beyond the development of research proficiency. The MS program will integrate content areas and focus on the synthesis of best practice/evidence-based practice in synthesizing clinical skills whereas the BS programs takes topics in isolation and focuses more on fundamental skill development rather than integrated, comprehensive approaches to discipline specific material. This integrated approach will require mature critical thinking skills and the ability to critically analyze the knowledge and contemporary literature/research to create new knowledge in the field.

The need for athletic trainers is expanding and expected to do so in the coming years. Employment opportunities in athletic training are one of the fastest growing health care fields through 2018 according to Job Outlook 2022. As a profession, we have many expanding opportunities for athletic training professionals including military, surgical, emergency medicine, and industry evolving. Moreover, KSU has had a strong history of nearly 100% employment or post-graduate education following graduation from our BS ATTR program for nearly a decade. We anticipate this trend will continue with the Professional MS ATTR program. Employer surveys generated from the UG program has yielded positive feedback regarding our graduates. According to the NATA Career Center, there were 2193 new job postings in 2014 for athletic training positions.

Additionally, a needs analysis was administered to 117 students at Kent State University in the Health Sciences programs. Of these students, 53% were freshman or sophomores and 47% were juniors or seniors. 69% of the students were ATTR majors with 19% replying being in Exercise Physiology major, 9% in other majors (not defined), and 3% not responding. 91% of the students surveyed said they were interested in graduate studies and 83% indicated that they would be interested in hearing more about the MS ATTR in more detail. Approximately 69% indicated that if they got a graduate degree, they would be interested in staying at KSU for their program. Of interest, just 7% indicated that they would not be interested in pursuing a master's degree program at all. The majority of students (48%) who responded to interest hearing about the options wanted to hear about both options while 33% and 18%, respectively, wanted to hear about the 4/1- 3/2 option and 2 year options. Approximately 1% did not respond to this question. An exciting finding was that of the respondents, 67% indicated that they knew someone who would be interested in this degree program at Kent State University.

TABLE COMPARING CURRENT BS ATTR TO NEW MS ATTR PROGRAM

BS ATTR

- Comprehensive, Individualized content courses
- Limited Research Opportunities
- Kent Core
- Foundational Clinical Skills Courses with no Immersion
- Didactic Anatomy Experience

MS ATTR

- Synthesized, Integrated Content Courses
- Extensive Research Across the Curriculum with Culminating Research Capstone/Thesis project
- No General Education Requirements - Focused Discipline Content
- Integrated Clinical Skills with Immersion Experience
- Cadavar Anatomy to Integrate Complex Critical Application of Structure and Function to Synthesize for Clinical Practice and Research
- Required Pre-requisite course completion for admission to demonstrate foundational knowledge in required science and related prerequisites (see prerequisite list)

Critical	Course Subject and Title	Credit Hours
Semester One [15 Credits]		
!	ATTR 15001 Introduction to Clinical Athletic Training I	2
!	ATTR 25036 Principles of Athletic Training	3
	US 10097 Destination Kent State: First Year Experience ¹	1
	Kent Core Requirement	3
	Kent Core Requirement	3
	Kent Core Requirement	3
Semester Two [14 Credits]		
!	ATTR 15011 Introduction to Clinical Athletic Training II	2
!	ATTR 25057 Human Anatomy and Physiology I ²	3
	CHEM 10050 Fundamentals of Chemistry	3
	HED 14020 Medical Terminology	3
	NUTR 23511 Science of Human Nutrition	3
Semester Three [17 Credits]		
Requirements: minimum overall 2.500 GPA; first aid and CPR certification; acceptance to the profession		
!	ATTR 15092 Practicum in Athletic Training I ³	3
!	ATTR 25037 Physical Assessment Techniques for the Lower Extremity and Spine	3
	ATTR 35040 Strength and Conditioning	2
	Kent Core Requirement	3
	Kent Core Requirement	3
	General Electives ⁵	3
Semester Four [15 Credits]		
!	ATTR 25038 Physical Assessment Techniques for the Upper Extremity, Head and Neck	3
!	ATTR 25092 Practicum in Athletic Training II	3
!	ATTR 35039 Therapeutic Modalities	3
	ATTR 35054 Biomechanics	3
	PSYC 11762 General Psychology	3
Semester Five [15 Credits]		
!	ATTR 35092 Practicum in Athletic Training III	3
!	ATTR 45039 Therapeutic Rehabilitation	3
	ATTR 25058 Human Anatomy and Physiology II ²	3
	EXSC 35068 Statistics for Exercise Scientist	3
	Kent Core Requirement	3
Semester Six [15 Credits]		
!	ATTR 35037 Advanced Physical Assessment Techniques	3
!	ATTR 35050 Neurological Process for the Healthcare Professional	3
!	ATTR 45041 Advanced Therapeutic Interventions	3
!	ATTR 45192 Practicum in Athletic Training IV	3
	Kent Core Requirement	3
Semester Seven [15 Credits]		
!	ATTR 45017 Professional Development in Athletic Training	3
!	ATTR 45038 Organization and Administration of Athletic Training	3
!	ATTR 45040 Pathology and Pharmacology for Allied Health Care Providers	3
!	ATTR 45292 Internship in Athletic Training I	3
	EXSC 45080 Physiology of Exercise	3
Semester Eight [15-16 Credits]		
Note: apply for the Board of Certification (BOC) and Ohio Athletic Training licensure examinations		
!	ATTR 43018 Ethics for Allied Health Professionals ⁴	3
!	ATTR 45392 Internship in Athletic Training II	3
	IHS 44010 Research Design and Statistical Methods in the Health Professions (3) or SOC 32220 Data Analysis (3) and SOC 32221 Data Analysis Laboratory (1)	3-4
	General Electives ⁵	6

MS ATTR - Departmental Requirements (60 credit hours)

Summer Year One			
Cadaver Anatomy & Applied Assessment	ATTR 60000	6 hours	New Course
Physical Agents in AT and SM	ATTR 65037	3 hours	New Course
Acute Injury Dx/Tx/Mgmt	ATTR 61000	3 hours	New Course
Fall Year One			
Clinical Pract I - Prevention and Wellness	ATTR 65001	3 hours	New Course
Physical Rehabilitation in ATTR and SM	ATTR 65039	3 hours	New Course
Clin Inquiry	ATTR 62016	3 hours	
Spring Year One			
Clin Practice II - Adv H/N/Ortho	ATTR 65002	3 hours	New Course
Neurological Concept for the HCP	ATTR 65050	3 hours	New Course
Quant and Research Methods in ATTR/EXPH	EXPH 65031	3 hours	
Summer Year 2			
Research	ATTR 63098	3 hours	
Ethics For HCP	ATTR 63018	3 hours	
Clinical Capstone	ATTR 69999	6 hours	New Course
Fall Year 2			
Clinical Practice III - Gen Med	ATTR 65003	3 hours	New Course
Advanced Clin Procedures in AT/SM	ATTR 65041	3 hours	
Administrative Concepts for HCP	ATTR 65038	3 hours	
Spring Year 2			
Clinical Practice IV - Advanced Comps	ATTR 65004	3 hours	New Course
Pathopharmacology for HCP	ATTR 65040	3 hours	New Course
Contemporary Issues	ATTR 62010	3 hours	

Historically, Kent State University has had a strong tradition of athletic training education programs for decades. Originally established in the 1980's as an internship program, the current undergraduate program has evolved into a fully accredited Professional BS ATTR major which has undergone two highly successful accreditations. With the evolution of the single route to certification announced in 2015, Kent State University has worked rigorously to create a new major at the master degree Level. The focus of the new program is to build upon foundational knowledge from undergraduate degree programs, typically in the health sciences, to prepare students to fill professional positions in a variety of health care employment settings available to the certified athletic trainer. ***This program has been highly successful to date. To date, we have a national first time exam pass rate exceeding the national average (Approximately 90% 3-year aggregate) and have 100% placement into either job or graduate programs within 2 years of graduation. Further, the success of our***

program is supported by community partners who actively seek KSU ATTR graduates to fill their open positions.

The MS curriculum will focus on building clinical and didactic knowledge and skills anchored in evidence-based practice while developing strong research skills ***by developing not only critical analysis skills, but equally important, investigative research skills. Although accreditation will dictate the content areas for competency in the new program, KSU is committed to infusing research across the curriculum to develop these fundamental research skills necessary to expand the existing body of literature in the profession and to effectively transition to clinical practice. Therefore,*** this program will focus on developing the student's skills and ***evidence-based*** knowledge in the domains specified in the Board of Certification's Role Delineation and Practice Analysis (currently in the 7th edition) to allow them to transition directly to practice in the field after successfully challenging the Board of Certification's national credentialing exam. These domains that prepare the student to practice as a safe and competent entry-level athletic trainer currently include: Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis, Immediate and Emergency Care, Treatment and Rehabilitation, and Organizational and Professional Health and Well-Being (*See Appendix A: Role Delineation Study/Practice Analysis, Sixth Edition Content Outline Domain Descriptions and Task Statements; Seventh Edition released prior to writing of proposal*).

The course curriculum will be framed to address the core competencies but will do so through the integration and development of research throughout the curriculum to develop critical scientists who can discern scientific literature and contribute to the existing body of knowledge in the field through substantive research. The program will include the CAATE's competencies as based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the NATA Athletic Training Education Competencies) and will integrate the changing content as it emerges as new competencies. The knowledge and skills identified in the current competencies consist of 8 content Areas:

1. Evidence-Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Professional Development and Responsibility

The disciplinary purpose of this MS degree program is to challenge the students to consider the domains in light of contemporary health care settings and to prepare them for the dynamic career they are about to enter. ***Further, this program will prepare them to contribute to and expand the existing body of literature through meaningful research in the profession.*** Through a rigorous yet supportive program,

the students will be exposed to and actively engage with state-of-the-art equipment in professional health care facilities and be mentored by highly recognized professionals. This program will also foster inter-professional collaboration to promote professional development for the students who will be practicing and researching in inter-disciplinary teams.

Program Learning Outcomes

Graduates of the MS ATTR program will be able to:

1. Successfully challenge the BOC Certification Exams
2. Demonstrate understanding of and competency in the domains of athletic training as defined by the BOC *Practice Analysis* and Commission on Accreditation of Athletic Training Education (CAATE) *Curriculum Content*.
3. Demonstrate ***competency in evaluating and completing scientific research*** and evidence-based practice as evidenced in ***research projects and a comprehensive capstone research thesis***.
4. Demonstrate competency in engaging in a variety of clinical practice settings related to athletic training with engagement in an inter-professional environment.
5. Apply the principles of the research process in athletic training by engaging with faculty and clinical staff in graduate research initiatives
6. Engage health care professionals and apply the knowledge gained, through their education in both the classroom and clinical settings.

Acknowledgments

Kent State University would like to take this time to formally thank those professionals in the athletic training profession who reviewed our preliminary program. Your feedback and insights guided our considerations as we prepared the full proposal.

Formal Proposal

1. ***Academic Quality:*** *Provide analysis on competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.*

Faculty Competency, Experience and Number

Kent State University Athletic Training program currently has six full-time faculty with support from five teaching assistants. All faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

TABLE 1: The full-time faculty qualifications are summarized in the table below:

Faculty Name/Title	Degrees	Years Certified*/KSU	Areas of Expertise
Lisa Chinn Custer; Assistant Professor	PhD – University of Virginia, Athletic Training/Biomechanics MS – Valparaiso University, Athletic Training BS – University of Wisconsin – Madison, Athletic Training	13/5	Biomechanics, Assessment, Rehabilitation, EBP
Catherine Hale; Lecturer	MS – Indiana University, Athletic Training BS - Indiana University, Athletic Training	23/16	Anatomy and Physiology, General Medical Conditions, Pharmacology, First Aid
Jeffery Huston; Associate Lecturer & UG/Grad Program Coordinator	EdD – Capella University, Educational Leadership (Anticipated Degree - May 2017) MS – West Virginia University, Athletic Training BS – Heidelberg University, Athletic Training	15/11	Anatomy and Physiology, Neural Function, Educational Theory, Organization and Administration
Jay Jonas; Senior Lecturer	PhD – Kent State University, Exercise Physiology (Anticipated Degree – May 2017) MEd – University of Virginia, Athletic Training BS – Marietta College, Athletic Training	18/10	Biomechanics, Rehabilitation, Modalities, Graston Technique, Human Anatomy and Physiology, Exercise Physiology
Kimberly Peer; Associate Professor	EdD – University of Akron, Higher Ed Administration/Health Care Management MA – Western Michigan University, Athletic Training BS – Kent State University, Secondary Education/Athletic Training	29/17	Health Care Ethics, Professional Development, Leadership, Education and Supervision, Curriculum Design, Educational Research
Ashley Reed; UG Clinical Coordinator and Lecturer	PhD – Kent State University, Curriculum and Instruction (Anticipated Degree -) MS – University of Kentucky, Athletic Training BS – Central Michigan University, Athletic Training	9/7	First Aid and Immediate/Emergent Care, Assessment, Clinical Athletic Training, Curriculum and Instruction

*Years experience reflects all professional experience since BOC certification

Core faculty consists of (2) terminally degreed professionals, (3) who will complete their terminal degree by Fall 2017, and (1) who is MS trained with substantive continuing education. Kent State University has a full-time designated Program Coordinator and Clinical Coordinator for the athletic training program. Full-time faculty are engaged in teaching far greater than the required 60% of the core degree curriculum. KSU has approximately 12- 5 student to 1 full-time faculty ratio (anticipating 20–30 graduates and 45 undergraduates in ATTR courses each semester). Although our faculty is reflective of the KSU profile for students having approximately 50% female and 16% ethnic diversity, our goal is to continue to improve our diversity as part of the broader KSU initiatives.

In addition to the degree and experience credentials, our faculty have been active in local, district, national and international conferences as presenters on athletic training domains. Additionally, the faculty have published in peer-reviewed journals and have been recognized for their contributions to professional organization. Further, the faculty of Kent State University have been selected to represent professional organization through their service, including but not limited to: NATA Executive Committee on Education, CAATE site visitors, Graston Instructor, American Red Cross Instructor/Instructor Trainer, Ohio OT/PT/AT Board for state licensure, and Editor and/or Reviewers for athletic training peer reviewed publications. **See Appendix B: CVs for full-time faculty which reflect the depth and breadth of the faculty accomplishments.*

Kent State University also employs adjunct faculty (number varies per year) to primarily assist with entry-level laboratory instruction, competency assessment and clinical supervision. Our adjuncts hold minimally a master's degree and have been certified and practicing in the field of athletic training. These professionals have varied work experiences including the primary employment settings for athletic trainers, including but not limited to, high school, intercollegiate athletics, clinical, industrial, physician office, and professional sports. All hold a national athletic training certification and state license to practice. Moreover, each is obligated to maintain currency of credentials through required continuing education courses.

Adequacy of students

Kent State University has graduate program acceptance standards. Minimum requirements for entry into the MS ATTR program is a 3.0 GPA (4.0 scale); either a minimum GRE score of the 50th percentile or a MCAT score of the 50th percentile; an undergraduate degree with completion of the prerequisite coursework with a grade of "C" or better; official transcript(s); goal statement, and two letters of recommendation. Due to the highly prescriptive program requirements, students cannot transfer coursework from other institutions directly into the MS ATTR program. All MS ATTR students must also complete the "Technical Standards Document" prior to commencing in the program. All students are required to do an immersive clinical capstone in their program.

Curriculum

*The proposed curriculum is a two-calendar year program with 60 total credit hours. The program of study consists of a series of prerequisite admission content areas including coursework in Biology, Basic Athletic Training, Biomechanics, Anatomy and Physiology including Exercise Physiology, Chemistry, Research, Physics, Nutrition and General Psychology) which are detailed in the admission materials and evaluated prior to admission and a 3.0 cumulative grade point average for consideration. The curriculum involves summer academic work for both semesters. **The first summer is to prepare the student with intensive content knowledge and cadaver anatomy which will be collaborative with KSU's College of Podiatric Medicine. This is followed by Fall and Spring semesters in which Clinical Practice (I/II), Physical Rehabilitation, Neurological Concepts, and two Research courses (Methods and Clinical Inquiry) are taught. The second summer is to allow for an "immersion" experience through a clinical capstone as recommended by the CAATE where a comprehensive research project/thesis will be completed along with an Ethics course. The last year Fall and Spring will emphasize additional Clinical Practice (III/IV), Advanced Clinical Procedures, Administrative Concepts, Contemporary Issues and Pathopharmacology as students prepare to challenge the BOC credentialing exam at the end of their program.** The program requires evidence-based practice research papers and other research activities as part of the required courses **to fully develop the research across the curriculum as a foundation of the program. As a MS Program, research will be integrated into each of the courses through evidence-based science and will culminate in the Capstone experience where a full research project will be completed. Students will have the ability to critically evaluate and complete scientific research at the end of their academic program.** (See Appendix C: Proposed Curriculum for the MS ATTR Program).*

Computational resources and library

Kent State University has outstanding computer and library resources. In addition to the computer stations at the main library, the College of Education, Health and Human Services has dedicated computer resources including an Instructional Resource Center in its building (White Hall) as does the main building for the athletic training program (MACC Annex). Ample hard copy and electronic resources are available through KentLink, OhioLink and Interlibrary Loan. Further, Kent State University has wide access to computer technical assistance and library support through full time employees in these units. The library also offers services to students such as textbook reserve, library instruction and tutorials, plagiarism school, statistical consulting, and student multimedia studios.

Laboratories and equipment and other physical facilities, needed to mount the program.

The facilities, classroom, and competency lab were renovated within the last few years. We are currently running the professional program at the undergraduate level and we do not anticipate an increase in need for facilities in the short-term because we will be phasing out the undergraduate program as the MS ATTR program reaches capacity.

Our classroom is dedicated to athletic training and consists of a 40 x 40 space with tables and chairs in the front and teaching lab space in the back to provide seamless transition to practice skills. The adjacent laboratory space is the same size with two sections: one for competency assessment and skills practice and the larger section for rehabilitation and research space. A large storage area adjoins these spaces ensuring security for our equipment and supplies. As a CAATE-accredited program, we have a wide range of equipment and supplies to meet the needs of the students. In addition, intercollegiate athletics recently acquired space next to our labs in an expansive renovation and will have exceptional equipment resources such as underwater treadmill, cryochamber, anti-gravity treadmill, laser, and other innovative devices for instructional purposes.

Off-campus facilities are also exceptional. We currently have clinical site relationships with the major hospitals, high schools, emergency care facilities, physician offices, and clinics in the surrounding areas including Akron, Cleveland, and Canton. We have expanded our outreach while maintaining a high level of clinical faculty expertise as our undergraduate program has had a long, strong, and positive tradition. As the residency portion of this program is in the summer and the undergrads do not complete summer clinicals, there will be no overlap even as the programs transition completely. During the academic year, we will have some overlap of undergraduate and graduate students but the number and quality of the facilities and clinical faculty with whom we have relationships will support both programs until the undergraduate program has dissolved. **See Appendix D for Clinical Sites and Preceptor Chart*

- a *In addition to this analysis, for **entry level graduate degree programs**, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:*
 - i *Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?*

Yes, the program is different conceptually and qualitatively from the undergraduate degree programs in the same or related disciplines. As the new MS ATTR emerges (fall, 2018), ***the undergraduate program will be phased out***. Not only will it help students prepare for the MS ATTR professional program, but it can service students who cannot or do not want to become an athletic trainer who are interested in other health care professions. ***The MS ATTR will use integrated competency content (as required for accreditation) with a strong influence of research methods and evidence-based integration of research across the curriculum and culminating on a best-practices capstone research thesis/project. The courses will focus on higher order learning skills (integration, synthesis, creation, evaluation) and will be anchored in the science of the discipline and the development of research skills.***

Further, this MS program is distinctly different than the MS/PHD EXPH ATTR major in that our core content (curriculum) and expected outcomes (employment and advanced degree opportunities) are diverse. Exercise Physiology graduates will pursue PhD programs and/or employment in the wellness/fitness, cardiac rehabilitation, or Exercise Physiology domains.

MS ATTR graduates will pursue employment as a certified, licensed athletic trainer in venues within the scope of their practice as defined by state and federal regulations and/or pursue doctoral studies or ***clinical and research*** residencies in athletic training or related fields. The differences in curricula are highlighted. **See Appendix E for MS ATTR curriculum and MS EXPH curriculum tables*

- ii *Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?*

Yes, it emphasizes both theory and clinical practice domains and skills related to the profession of athletic training. There are varied educational methods used in the curriculum and research is emphasized throughout to promote critical thinking and inquiry. ***Evidence-based practice is integrated throughout the curriculum to develop a strong foundation in the scientific research guiding clinical practice*** **See Appendix F for course descriptions*

- iii *Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?*

Yes, professional decision making is emphasized throughout the curriculum. The courses focus on professional decision making through a formal course in Ethics which has a strong critical analysis and problem solving foundation as the methodology for course delivery. Additionally, students will actively engage in critical thinking tasks in their didactic courses and especially in the clinical elements of the program as they work with patients and clinical supervisors. ***Lastly, with research infused throughout the curriculum, students will develop a strong sense of professional decision making and critical analysis as they embark upon and complete multiple research projects including a comprehensive capstone research project/thesis.***

- iv *Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?*

Absolutely. A major portion of our curriculum integrates contemporary issues into the instruction of each course. For example, Ethics will address headline issues facing the profession; Contemporary Issues addresses broad issues taken from the professional organizations website and activities; and other courses address core issues associated with the changing professional role of the athletic

trainer through various instructional strategies including role play, case analysis, and other contemporary modes. ***Additionally, evidence-based principles will be used to guide instruction and research to promote transition to practice relative to contemporary and scientific foundations.***

- v *Is there an adequate description of the required culminating experience such as an exit project (which would not necessarily be a research experience)?*

Students will complete a ***culminating*** capstone ***research*** project as part of the immersion experience. This capstone experience will be research based and will also integrate the “Reflective Practice Cycle” model for reflection. It will be broad and encompass ***scientific research processes***, evidence-based practice, professionalism (as a construct), clinical practice elements, and professional development.

- vi *Does the proposed program identify faculty resources appropriate for the research component of the program?*

Yes. 5 of the 6 core faculty have expansive research experience. One tenured faculty member (Peer) has published and presented extensively and serves as the Editor-in-Chief for a professional research journal (Athletic Training Education Journal) as well as editorial board member/reviewer for other professional journals. Custer (Chinn) is a tenure-track faculty who has also published and presented research and serves on review boards for several professional journals. Three other faculty (Huston, Jonas, Reed) are currently pursuing their terminal degrees and are trained in various research aspects for their dissertations – Huston (Action Research); Jonas (Quantitative); and Reed (Qualitative/Mixed Methods).

- vii *Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?*

Yes, the curriculum is anchored in the domains of athletic training as established by the Board of Certification through the *Role Delineation/Practice Analysis of Athletic Training (7th Edition)* and the current and proposed *Competencies for Athletic Training*. As an entry-level, professional program ***yet MS level program***, both theory and clinical skills are emphasized to ensure competence as reflected by passage of the BOC exam and to protect the public. ***Specific emphasis on the development of research methods and skills will add to the professional expertise of the students in the program.***

- viii *What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?*

This program aligns with CAATE standards for entry-level programs. It has integrated the proposed changes that are currently open for public comment to

ensure it is integrating current and proposed content. **See Appendix C for core courses in the Curriculum plan*

2. **Need.** Examples of potential metrics of program need include:

- a *Student interest and demand; potential enrollment; ability to maintain the critical mass of students.*

The need for a new degree program is quite clear if Kent State University wants to continue to offer athletic training as an academic program. In May 2015, the Strategic Partners governing the athletic training profession declared that the new degree program for the entry-level professional would be the master's program only. Extensive review by various constituents in the profession yielded several reports: Health Care Economist Report, CAATE Open Comment Report, and National Athletic Trainers' Association (NATA) Focus Group Final Report. The announcement from the Athletic Training Strategic Alliance for the transition in degree level was announced publically May 2015. The deadline for this change has been formalized as 2022 with all UG professional programs ceasing after that date. *(See Appendix 3: Joint Statement from the Strategic Alliance).*

There are currently 24 Professional undergraduate programs in the state of Ohio, including Kent State University. Of these Professional undergraduate programs, there is one (Xavier) pending transition into the Professional master's program as of this date, as evidenced on the CAATE website. According to the CAATE Website, 6 of these programs are on probation and one is seeking initial accreditation.

There is currently only one Professional Master's program in the state of Ohio – University of Findlay which is located in NW Ohio. Additionally, there are only 41 Professional master's programs nationally. As a national organization, the NATA is organized by geographic regions. Ohio is within District IV of the NATA that is comprised of Ohio, Indiana, Illinois, Michigan, Minnesota, and Wisconsin. Within District IV of the NATA, there are only 5 Professional master's programs with current good standing (1 each in MI, WI, IN, MN, OH). Of the surrounding states of West Virginia and Pennsylvania, there are only 4 additional Professional MS programs (3 in PA; 1 in WV).

(See Appendix I for the CAATE program statistics for the entry-level undergraduate programs in Ohio, MS Programs in Ohio, and MS programs nationwide, respectively)

As a selective admission program, we will admit approximately 15-20 students per year in each cohort which will keep the total program number at approximately 30-40 students, the capacity for our didactic and clinical sites. This will ensure optimal exposure during clinical rotations. ***This is important as we anticipate smaller classes while we phase out the BS ATTR major as the Professional athletic training program to "teach out" all existing BS ATTR students which is anticipated to cease with admitting BS ATTR students upon implementation of the MS ATTR program (Fall 2019).***

b Institutional need; plan for overall development of graduate programs at the proposing institutions.

At this current time, KSU is highly competitive in athletic training education at the undergraduate level. As a strong program in the state and a program that currently has the faculty and staff to pursue the change to the MS level, we would anticipate being one of the first few to transition. Since there is only one other program at the Professional Master's level in Ohio, we would be competitive for students in the state as well as in the district. Duplication regionally would be hard to predict as most programs are currently evaluating the feasibility of transitioning (due to the recent announcement), yet few are acting to transition through formal proposals within the state and district/region as of yet. As of August 2016, of the 24 Ohio Bachelor Level Programs, 6 were on probation and one was seeking accreditation at the Bachelor Level. Similarly, only two other programs had pursued Professional master's approval (Xavier – degree change pending and Youngstown State – seeking accreditation). As a doctoral-granting university, our program will also likely be attractive to those who would like to pursue a Ph.D. after graduation.

Kent State University is a doctoral-granting institution and graduate education is part of the university strategic plan which is supported by the university as a whole.

c Societal demand; intellectual development; advancement of the discipline; employment opportunities.

Relative to employment opportunities, athletic training is one of the fastest growing health care fields through 2018 according to Job Outlook 2022. As a profession, we have many expanding opportunities for athletic training professionals including military, surgical, emergency medicine, and industry evolving. Moreover, KSU has had a strong history of nearly 100% employment or post-graduate education following graduation from our BS ATTR program for nearly a decade. We anticipate this trend will continue with the Professional Master's program. Employer surveys generated from the undergraduate program has yielded positive feedback regarding our graduates. According to the NATA Career Center, there were 2,193 new job postings in 2014 for athletic training positions.

Further, Ohio is a strong region for athletic training. Within a six county radius (Summit, Portage, Stark, Wayne, Medina, Cuyahoga), there are approximately 181 high schools, 10 colleges and universities and 10 major hospital systems and affiliates which employ athletic trainers. This does not include those employment venues beyond the local region and in other athletic training career settings and/or graduate programs/ residencies.

d Scope; local, regional and national needs; international need.

Athletic training is projected to be one of the fastest growing professions through 2020 as indicated above. Ohio has a rich employment ground for athletic trainers as reflected in the above regional and local numbers. Further, the expanding job

opportunities for athletic trainers beyond high school, college and clinic continue to expand exponentially.

3. Access and Retention of Underrepresented Groups

- a *Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.*

Kent State University is non-discriminatory in its admission. KSU will actively engage in recruitment and retention initiatives to ensure representation of underrepresented groups.

The minority representation in the National Athletic Trainers' Association is relatively low despite efforts to promote diversity recruitment and retention in the profession. For the purposes of potential students to recruit and retain, the numbers are encouraging. There was an increase in student membership in 2014 trending upward by 6.5% in national membership to just over 8,000 students. When looking at the categories, approximately 1,300 of those 8,000 are already certified. As a Professional program, we would then have a potential total pool of approximately 6,700 students nationwide.

Nationally, there are approximately 1,500 ethnically diverse students in the national organization. As reflected in the numbers listed below, there is a slight increase in diversity in the student population from the past years.

Our plan at Kent State University is specific and focused. We have the potential to actively recruit and retain through our efforts at regional, state and national recruitment events for several reasons. First, we have been awarded two national grants (Ethnic Diversity Enhancement Grants) over the past decade to help support our initiatives to recruit diverse students into our program. The exposure we gained from our grant programs (High school AT camp, HS recruitment events and programs, Shadow an AT experience for HS students, Leadership Anthology for Ethnically Diverse ATs, research publications and State and National Poster presentations on the initiatives). Second, the reputation of the faculty and through many national and international presentations and publications, students of all ethnicities will be intrigued to collaborate with our faculty throughout their educational program. Third, as an undergraduate program, we have maintained a strong tradition in retaining and recruiting ethnically diverse students in our current BS ATTR program and boast a current student enrollment of at least 10% which is above the national average in the profession. Lastly, we plan to actively recruit through direct information via marketing to HBCU, Offices of Diversity and Inclusion, and graduate fair programs around the state and at the university.

TABLE 2: Total Members by Category in National Athletic Trainers' Association

Member Type	Members (2014)		Change from 2013	
	Count	%	Count +/-	% Change
Certified	32651	78.8%	32236	1.3%
Associate	672	1.6%	618	8.7%
Student	8057	19.5%	7568	6.5%
International	40	0.1%	45	-11.1%
Total	41420	100.0%	40467	2.4%

Certified Members by Category

Member Type	Members (2014)		Change from 2013	
	Count	%	Count +/-	% Change
Certified Regular	27714	84.9%	27325	1.4%
Career Starter	2347	7.2%	2281	2.9%
Student Certified	1309	4.0%	1428	-8.3%
Retired Certified	855	2.6%	763	12.1%
International Certified	426	1.3%	439	-3.0%
Total	32651	100.0%	32236	1.3%

III.

Ethnicity 2011-2014 Membership Trend

	2014		2013		2012	
	# of Minority Members	% of Total	# of Minority Members	% of Total	# of Minority Members	% of Total
Student Members*	1571	19.1%	1444	19.1%	1150	17.0%
Certified Members	4063	12.4%	3924	12.2%	3512	11.7%
All Members**	5634	17.2%	5481	13.5%	4771	12.7%

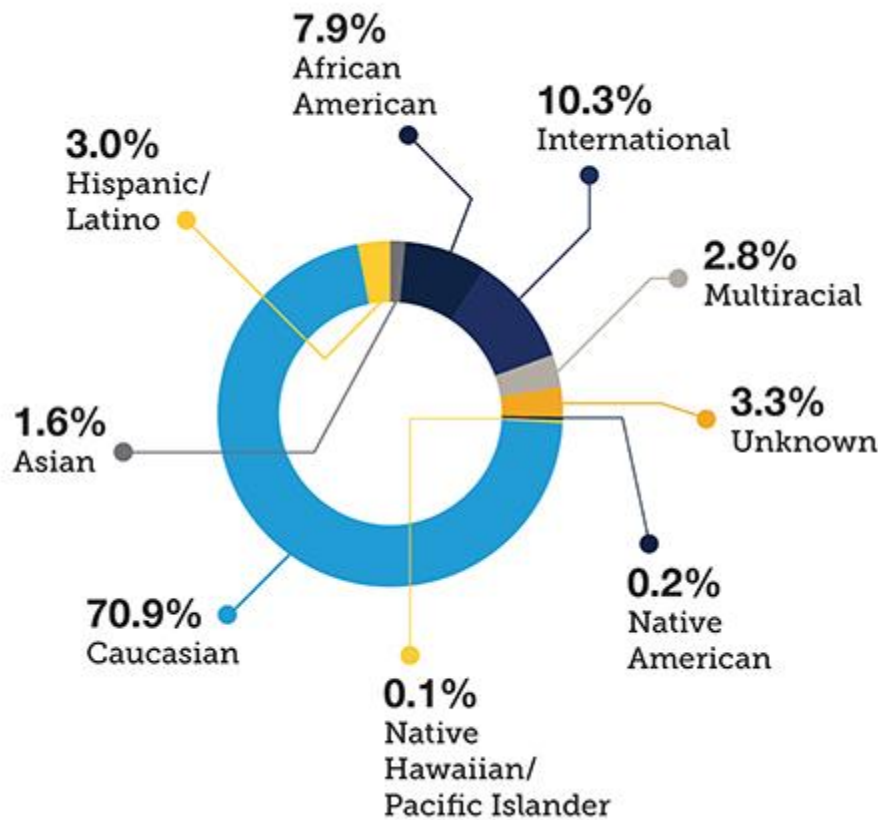
5.0% of Students do not provide ethnicity data*** 5.6% of All Members do not provide ethnicity data****Accessed at:****<http://members.nata.org/members1/documents/membstats/2014EOYstats.htm>***Provide as background a general assessment of:*

- i Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline.*

TABLE 3: Graduate Profiles KSU and EHHS

	Fall 2015	Fall 2014	Spring 2016	Spring 2015
Master's (KSU)	4381	3988	4547	4087
Master's EHHS	1551	1582	1632	1621

<http://www.kent.edu/facts-figures>



<http://www.kent.edu/facts-figures>

Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

According to the KSU Office of Research, Planning and Institutional Effectiveness (RPIE), the following response was given to our request for this information:

“We are not aware of any source for national data on Masters level retention and graduation rates. Retention and grad rates at the graduate level are not tracked at the same level as undergrad. A standard graduation rate, like the 6-yr number for undergrad, is not even consistent across sources.”

Special efforts to enroll and retain underrepresented groups in the given discipline.

Please see comments regarding KSU’s success relative to recruitment and retention of ATTR majors who are under-represented including two funded grants from the NATA Ethnic Diversity Enhancement Committee. KSU as a university also has widespread initiatives for recruiting and retaining under-represented students.

2. Statewide Alternatives

a Programs available in other institutions.

Currently, there is only 1 Professional master's program in athletic training at the University of Findlay. Of recent, Youngstown State University was approved to commence an MS ATTR program. Although there are 25 undergraduate programs in Ohio, it is uncertain how many will begin transition to the MS degree track.

b Appropriateness of specific locale for the program.

Kent State University is located in northeast Ohio with easy access to several large cities, including but not limited to, Akron and Cleveland. KSU has maintained strong presence in athletic training as an undergraduate program in this area and with the elimination of the undergraduate programs, it is anticipated that KSU will be able to support the MS ATTR program. As indicated above, there are 25 undergraduate programs in the area and the majority concentrated above the central Ohio region. It is anticipated that KSU will be competitive with recruiting graduate student from above the state based upon graduate student statistics for the university as a whole.

**See graduate student demographics Table above*

c Opportunities for inter-institutional collaboration.

Kent State University has prided itself on inter-institutional collaboration in athletic training. Although the curricular offerings do not cross institutions, our faculty collaborate at the state level on an educational program (Ohio Athletic Training Program Symposium) and at the local level with continuing educational (Summa Health Systems Continuing Education Program) and clinical experiences (Akron Marathon coverage). Opportunities for inter-institutional collaborations will have the potential to emerge as other programs in the area determine the direction for their respective programs.

d Institutional Priority and Costs

i Support and commitment of the proposing institution's central administration.

This program has support from the School of Health Sciences, College of Education, Health and Human Services, and the University Provost as evidenced by endorsement and approval of the curricular changes. **See Appendix J for letters of support*

Drs. Stephen Mitchell and Lynne Rowan, Associate Graduate Dean, College of Education Health and Human Services and School Director, School of Health Sciences respectively, have endorsed this program. Additional letters of support are provided from several affiliate sites and the College of Podiatric Medicine (for the Cadaver Anatomy Course). These are included in *Appendix J*.

ii Adequacy of available resources committed for the initiation of the program.

Initially, this program will not require additional resources with the exception of the cadaver anatomy course which will require the purchase of cadaver specimens and equipment. Space is provided through Kent State University

College of Podiatric Medicine. Anticipated expenses for the course materials will be offset by a lab fee associated with that specific course. The other resources exist within the School, College and University. Community outreach resources only complement our already strong resources including faculty, equipment, lab space, library and computational resources. An estimated cost analysis is provided for consideration in *Appendix L*.

3. External Support

a Community, foundation, governmental and other resources.

This program has community support in the sense that it will utilize clinical sites in the surrounding areas as evidenced in the Affiliate Site Chart (Appendix D) . Additional support of their preceptors and administration strengthens our external support. There are no external funds supporting this program; however, faculty grants support additional initiatives and research projects.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

The faculty at KSU would like to thank the professionals who reviewed our preliminary prospectus. Your input and comments helped us to design a clearer, more precise proposal for consideration. As a collective group of experts, the perspectives regarding educational programming and curricular content help us as a profession to create stronger programs to enhance the profession as a whole. We are indebted to your insights as we strive to work together to develop the next generation of athletic training professionals and researchers.

Individual concerns are addressed and clarification provided to indicate which revisions were made throughout the proposal. Thank you all for your considerate, rich and substantive comments.

1. **Clarification and revisions** based upon the reviews of the program development plan (PDP).

Feedback from Bowling Green University

Thank you for the opportunity to review Kent State University's Program Development Plan. The following review focuses on the Master in Athletic Training program.

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state:

- According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. For an individual to enter into this expanding employment field, the student must complete a Commission on Accreditation of Athletic Training (CAATE) accredited program. With respect to Northeast Ohio, CAATE accredited programs are found at Ashland University, Baldwin Wallace University, Kent State University, University of Akron, and the University of Mount Union. These five programs are Bachelor's degree-level programs. While Youngstown State University has recently proposed a Masters-level program, Kent State would also be distinct from these five proximal institutions in that Kent State proposes an entry-level Master's degree program (in addition to their Bachelor's program). While not unique to the state of Ohio, only one other entry-level Master's degree AT program in the state of Ohio exists at present, University of Findlay. Kent State and University of Findlay are on relatively opposite borders of the state. Thus, Kent State's proposal fills a need for the Northeast corner of the state. As already established with the BS program, Kent State has educational/professional relationships.

No response needed.

In June 2015, the CAATE announced the move of athletic training from the Bachelors to the Masters level. That is, students will be required to complete the requirements for athletic training certification at the graduate level. All accredited undergraduate level programs will discontinue. This transition needs to take place by 2022. So, while Kent State is ahead of the transition, many proximal institutions within Ohio will eventually

follow suit if those institutions wish to continue sponsoring athletic training education programs after the transition deadline.

Although many will eventually complete the transition, to date only 1 Professional Master's Program exists (University of Findlay), 1 is applying for accreditation (Youngstown State), and 1 is pursuing a degree transition (Xavier) per CAATE site (8/26/2016).

A recent recommendation of the National Athletic Trainers' Association's Executive Committee for Education (ECE) is for Athletic Training programs to be housed in colleges of Health Science. Kent State's proposal meets that recommendation in that the AT program is housed in the College of Education, Health, and Human Services and the School of Health Sciences.

No response needed.

2. Opportunities for collaboration with the RACGS member's own institution:

It would be challenging for our institution to establish daily collaboration with Kent State. Though, internship/capstone experiences for students would be possible. For example, a senior student at our institution could complete a clinical rotation experience with one of Kent State's clinical sites and vice versa. That is not an uncommon practice within athletic training education.

Students will not be restricted in the capstone immersion experience with the exception of preceptor qualifications of certification, licensure, and additional preceptor qualifications as outlined by the CAATE. This could be a rich opportunity for all programs to reach out and collaborate. Their research requirement of the capstone will be supported by the KSU faculty rather than clinical preceptor of the capstone.

From a broader prospective, many opportunities for collaboration exists between our institution and Kent State at the state level with the Ohio Athletic Trainers' Association (OATA) and at the regional level with the Great Lakes Athletic Trainers' Association (GLATA).

Agreed. There are already many Ohio Athletic Training programs that engage regularly in the OATA and GLATA programming to enhance student involvement in research and/or professional development. KSU had over 10 student research posters at the 2016 OATA and several accepted for the GLATA and NATA. Continued involvement in these activities is part of our on-going program plan.

3. Concerns with substantive elements of the proposed degree program:

Is evidence-based practice taught exclusively in ATTR 62016 or is EBP incorporated throughout the curriculum?

Evidence-based practice is not taught exclusively in 62016 Clinical Inquiry. EBP is integrated across the curriculum to ensure competence and rigor in all of the courses. Students will engage in the EBP content both didactically and clinically.

According to the CAATE Standards, programs must be four semesters in length at

the minimum. Youngstown State is at this minimum, but KSU has incorporated a Clinical Residency in the summer of Year 2. This will broaden students' clinical opportunities. ***Agreed. We believe that the clinical immersion experience will serve the students in the long run with integration into the profession.***

For students entering into the stand-alone Master's program, sixty credit hours is a substantially heavy credit requirement. Many MAT programs are at the 40-45 credit hour requirement. However, the sixty credit hour requirement may end up being the norm as Bachelors programs transition to Masters programs.

We agree. Recent programs (including the Youngstown State proposal) is near 60 credit hours. This full two-year program will serve to enrich the clinical exposures which should facilitate the transition to practice elements of the profession. Further, the research requirements will also benefit from continuous enrollment including summer enrollment. According to Dr. Mark Merrick, CAATE President, the average Professional MS degree in athletic training is currently 55 Credit hours

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus:

Should "Intro to Psychology" be included as a pre-requisite for those entering into the graduate only program?

Thank you for the suggestion. We anticipate that students will have an Intro to Psych course coming from Science based undergraduate programs but will add it as a prerequisite for clarity.

While this may be more of a program policy and procedure issue, how are student/program outcomes being assessed?

Student outcomes will be assessed in multiple modes and will be monitored closely. Outcomes will include, but are not limited to, clinical site evaluations, academic grades in core courses, success on the BOC examination, employment and post-graduate placement, program exit surveys and employer surveys.

OSU Review of Kent State University Master of Athletic Training Proposal

Executive Summary

Kent State University proposes to create a professional Master of Science in Athletic Training (MSAT) degree program, presumably as a replacement for their current professional BSAT program, but the fate of their BSAT program is not described in the proposal. As background, there are three types of Athletic Training educational programs accredited by the Commission on Accreditation of Athletic Training Education (CAATE): Professional degree programs, Post-Professional degree programs, and Residency programs. Professional degree programs (often referred to as “entry level master’s” or “ELM” in the proposal) are first professional degree programs that confer eligibility upon graduates to sit for the national board exam in Athletic Training (BOC Exam) and to gain eligibility for licensure as an Athletic Trainer in Ohio and most other states. Kent State University already offers an accredited professional Athletic Training program that grants a Bachelor of Science in Athletic Training degree. In the proposal, they correctly cite as rationale a changing accreditation requirement that all Athletic Training professional programs must lead to a master’s degree. After the proposal appears to have created, a deadline for program conversion has been set. Baccalaureate Athletic Training professional programs will no longer be able to matriculate students after the autumn of 2022. As such, all baccalaureate programs nationally will either convert to graduate programs or will close and RACGS should anticipate seeing several proposals such as this one over the next few years.

We have enriched the discussion of the fate of the undergraduate program throughout the full proposal. It will be revised as indicated in the proposal, in 2018 with the last professional level BS students being admitted in 2019.

The proposed degree is appropriate in content, duration and sequence; is consistent with current external accreditation requirements; is academically housed in an appropriate college; and appears to meet minimal staffing requirements. The proposed program would require 60 credits hours, which is consistent with other Athletic Training professional programs nationally (mean = 55 credits). The proposal has several minor weaknesses including areas where it is silent or unclear about a few key elements such as graduate v undergraduate credit for some courses, the athletic training educational landscape in Ohio, how expanded enrollment will be achieved, how adequacy of faculty will be ensured, misleading terminology about some clinical experiences, and the fate of the existing bachelor’s degree program in Athletic Training.

The minor areas of weaknesses are addressed below:

- Graduate v undergraduate credit for some courses

After reconsideration, the courses will not be slashed with undergraduate sections but will be new 60000-level graduate courses. These courses WILL NOT BE CROSS-LISTED WITH UG COURSES. They are distinctly different. While students may still use up to 12 graduate credits to meet undergraduate requirements, there will not be a formal combined program at this time.

- The athletic training educational landscape in Ohio

The landscape in Ohio has only slightly changed since the program development plan. As of August 2016, CAATE reflected 24 undergraduate Professional programs in Ohio with 1 pursuing accreditation and 6 listed as "on probation". The Professional Level MS degrees in Ohio are also slightly changed as of this iteration of the proposal. According to the CAATE website in August 2016, one program is accredited at the Professional Master's level (University of Findlay), one is pursuing accreditation (Youngstown State University), and one is currently in the degree transition (Xavier University).

- How expanded enrollment will be achieved

Active recruitment initiatives within the university and program will serve to expand enrollment. It is clear and emphasized in the proposal that NE Ohio is a rich area for health professions and Kent State University intends on recruiting vigorously and actively to expand and maintain enrollment.

- How adequacy of faculty will be ensured,

Five of our 6 full-time faculty will hold terminal degrees by 2018. They have expansive experience in athletic training practice and education.

- Misleading terminology about some clinical experiences

I am not sure what was misleading. We plan to have clinical experiences under the supervision of a certified, licensed athletic trainer within the scope of the Ohio Revised Code. We intend on having a capstone clinical immersion experience with an extensive research component/thesis as reflected in the curriculum.

- The fate of the existing bachelor's degree program in Athletic Training.

The BS will be phased out in 2018 with the final class being admitted in Fall 2019, when the MS ATTR is expected to be in place.

Potential conflict with Ohio State University offerings/planned offerings

The Ohio State University will be bringing a proposal forward in the next several months to convert its professional Bachelor of Science of in Athletic Training degree to a professional Master of Athletic Training degree. Both the proposed program and Ohio State's soon-to-be-proposed program will be similar in scope. Because of an accreditation mandate, EVERY undergraduate Athletic Training program in the nation will either be converting to a master's degree program or will be closing by 2022.

As of August 2016, this program has not appeared on the official CAATE website as an accreditation and/or program transition pending action. It is anticipated that OSU (as well as other programs in the state) will be acting on the transition within the coming years. However, based on the updated Ohio data, it appears that several will struggle to transition (being that 6 are currently on probation at the time of this proposal). It is not impossible to transition if on probation,

but I anticipate it will far more difficult to establish and sustain a Professional ATTR program if the undergraduate program is on probation.

Opportunities for Collaboration with Ohio State University

Both Kent State University and the Ohio State University currently offer professional baccalaureate degree programs in Athletic Training. The two institutions do not have any formalized collaborations between these two programs and none are currently planned for the future master's degree programs that each institution plans to offer. Both programs are active participants in the Ohio Athletic Trainers Association's Student Symposium each January however and they collaborate on an ad hoc basis relative to that event.

Agreed. OSU and KSU both have a strong presence in the state with professional and student organization programs. KSU and OSU certainly have collegial professional relationships amongst the faculty and certainly are far enough geographically to make formal collaborations difficult.

Substantive concerns with elements of the proposal to be shared with Kent State University

Section 3 p. 2 – the proposal suggests that some courses will be offered as “slashed” UG/Grad courses. If so, that is a potential area of concern. As the profession moves to graduate entry for professional programs, the expressed intent of the accreditor is that all professional Athletic Training content will need to be offered for graduate credit. As such, the students must receive graduate, not undergraduate credit for them. It is unclear if the students would take the undergraduate course number in “slashed” courses.

After reconsideration, the courses will not be slashed with undergraduate sections but will be new 60000-level graduate courses. THESE COURSES WILL NOT BE CO-LISTED AS THEY ARE DISTINCTLY DIFFERENT. While students may still use up to 12 graduate credits (courses completed with the rigor and requirements of the graduate level program) to meet undergraduate requirements, there will not be a formal combined program at this time.

Section 4 p. 3 – The proposal insufficiently describes the athletic training degree landscape in Ohio and the potential for regional duplication. The proposal lists the number of undergraduate professional Athletic Training programs in Ohio as 24 (actual N =25, more than any other state), but more importantly, it suggests that none of these programs are currently pending transition to master's degree. This underrepresents the actual landscape. Currently, there is already one well-established professional master's degree in Athletic Training program in Ohio (Univ. Findlay). Currently, Youngstown State University is seeking accreditation for a newly created professional master's degree in Athletic Training and EVERY other baccalaureate Athletic Training program in the state is engaged in self-analysis or proposal development for whether they will plan to transition to a master's degree or close. With existing undergraduate Athletic Training programs, there is already substantial regional duplication throughout the state and also in the northeast Ohio region. The nearest programs to Kent State are found at Akron (undergraduate program 13 miles) and the newly created professional master's program at Youngstown State (42 miles away). Kent State University has had a professional program for many years, so the

proposal does not create any new duplication however.

This is not inaccurately reflected and the new numbers are current according to the CAATE website as of 8/2016. I do disagree that EVERY program is considering their options as an impacting factor in our program. As indicated before, although many (if not all) may be considering the change, we are already seeing BS programs struggling in the state (6 on probation). I have accurately reflected the Ohio landscape as of August 2016 as reflected on www.CAATE.net.

Section 5 p. 4 – The proposed enrollment of 20-30 per cohort is greater than Kent State's current Athletic Training program graduation cohort size of 10 students per cohort over the past 3 years. The proposal does not address whether the program will be able to meet this expanded projection or how it will recruit these students.

The proposal has been modified to reflect 15-20 students after careful consideration. This aligns with the cohort size similar to the UG program with consideration for annual fluctuations. Active recruiting programmatically and university-wide will help to fulfill these projections. Kent State has run a successful program for many years at the undergraduate level with two successful accreditation rulings. We have also run a Post-Certification concentration at the MS level (EXPH-ATTR) for the past decade with approximately 10 graduate students per cohort.

Section 8 p. 5 – adequacy of faculty. With the move to a graduate degree, the proposal is unclear whether the program will have qualified faculty. Recent (6/2015 & 3/2016) faculty qualification guidelines from the higher learning commission suggest that faculty have a degree higher than the one in which they teach and specifically indicate, "Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program." While not in the current accreditation standards, there is a strong possibility that future AT accreditation standards will require an earned doctorate for the program director.

Five of our six core faculty will have their doctorate complete within the next year or so. Currently, we have 2 faculty who hold doctorates with 3 pending comprehensive exams and dissertations, and one with an M Ed. The M Ed. has primary roles teaching the undergraduate program and will continue to support the BS program through the transition to the MS and after the transition in the core undergraduate prerequisites. KSU meets these standards of the HLC relative to faculty and CAATE standards have not yet declared these as requirements. However, if and when they do, KSU is prepared with adequate number of doctoral trained faculty to run the program.

Clinical Experiences – Clinical education experiences include an immersive internship that is referred to in many places in the proposal as a "residency". This is a grossly incorrect term. Residency programs are specifically defined by the accreditor as post-professional training in a specialty area of practice. Residency is not a part of general clinical practice training for professional level students and Professional level students do not complete

residency training. This term is confusing and inappropriately used and applied and has no place in this proposal.

The term residency has been changed. It will be called a Clinical Capstone Experience with the course description reflecting the immersion element of the experience (among other requirements including research).

Fate of the current baccalaureate program in Athletic Training – The proposal is silent about what will happen to the current Bachelor of Science in Athletic Training program when they transition to their proposed Master of Science in Athletic Training. The accreditor has been clear that they would not support retaining the BSAT degree as a pre-professional baccalaureate program. Instead, if Kent State intends to have a pre-professional baccalaureate program, they should do so under a different degree than a BSAT.

The BS ATTR will be phased out as stated above. Pre-professional programs may be considered at a different time.

Suggestions for strengthening the proposal

In many places, the proposal uses the term “Entry Level Masters” or the acronym “ELM”. This is incorrect terminology. Programs such as the one being proposed are correctly referred to “professional master’s” programs. While a semantics issue, the proposal would be stronger to use the standard terminology of the field of study.

These have been changed throughout to reflect the Professional Master’s Degree Terminology.

Section 4 p. 3 – The proposal specifically refers to Kent State’s program status as “stellar” which is perhaps an overstatement at the current time. While the program has outstanding facilities and a quality faculty, their student outcomes have been average over the past few years. Their current 3 year aggregate first-time board exam pass rate is 77% (national average = 78%). Also, their undergraduate program is just one year removed from a 3 year aggregate first-time pass rate of 68% which was below the accreditation standard mandated minimum of 70%.

This term has been changed to strong. KSU has had an accredited program with zero non-compliance issues since 2001 at the undergraduate level. KSU has outstanding faculty and new facilities with tremendous community resources. Our student pass rate (3 year aggregate) as of 8/2016 is at 85% (above the national average). This past year (2015 – 2016) we had 19/20 (95%) pass the BOC exam the first time. The preceding year, we had 7/8 (87.5%) pass the BOC exam the first year. The 2013 -2014 year was our low point (9/13 or 69.2%) pass the first time. This cohort had outstanding issues and this number will phase out of our 3 year aggregate to more accurately reflect our successes.

Courses/Curricular Plan – while the proposed plan would meet current accreditation requirements, there have been public discussions from the athletic training accreditor that an expanded requirement for interprofessional education throughout the curriculum will be expected in the next set of standards (due for open comment in summer 2016). Likewise, the proposed curriculum does not appear to include a significant research

experience that would typically be expected to justify the Master of Science in Athletic Training. There is some possibility that the profession may unify under a Master of Athletic Training degree and consideration of the MAT instead of the MSAT may be prudent.

Interprofessional exposure will be integrated throughout the clinical program and will be described thoroughly in the course descriptions. Further, research activities and integration of EBP will transcend the curriculum as evidenced in the course descriptions.

University of Akron Review of Kent State University Program Development Plan for a Master of Science in Athletic Training

1) Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;

There will be a need for MS programs as CAATE implements and secures a timeline and transitions to an ELM degree only for certification and licensure of AT.

KSU has demonstrated through documents from CAATE, NATA strategic alliance, Job Outlook 2020) there is and will continue to be a market need for Professional

Master's

Degree (MS) Athletic Training programs.

Currently, the market nationwide, statewide and NATA district wide is plentiful and rich

with undergraduate athletic training programs. Ohio in particular has many athletic training programs with long histories and traditions of success in producing quality, high

achieving professionals.

Athletic training as a profession, for the past decade, has been striving and has pursuing recognition among other similar health care professionals; the degree transition to Master's will assist in the profession's efforts to be considered among peers in education, practice, and compensation.

Currently, there exists only one ELM AT program in the state of Ohio; the market need

will be present in the future for additional choices within the state, region, and nationally for ELM AT programs.

No response needed.

KSU uniqueness

Considering only one existing ELM AT program within the state of Ohio, there is little

information for comparison regarding the proposed ELM AT program at KSU;

KSU has implemented a curriculum using NATA role delineation study, AT Educational

Competencies, CAATE standards; however, the lone uniqueness which can be seen at

this juncture is the collaboration with KSU podiatric medicine for gross anatomy dissection.

No response needed. Although we also are unique in that we integrate ethics and research across the curriculum.

2) Opportunities for collaboration with The University of Akron;

The KSU proposal did not present any options or opportunities for collaboration with

The University of Akron; it is conceivable with both institutions currently offering undergraduate athletic training programs, that The University of Akron would consider a

proposal for an ELM AT program in the near future as well.

Although formal collaboration is not in the proposal, informal collaborations amongst students and faculty are currently occurring between the programs. KSU and UA engage at the OATA Student Symposium, Student Research Symposium in January, and socially with the ATS Olympics (for undergraduate students). We anticipate continued informal collaborations and would welcome discussions of how to expand research and clinical collaborations in the future should the situation present itself.

3) Concerns with substantive elements of the proposed degree program;

Need additional clarity regarding the pre-requisite courses; the proposal states 9 content areas, there are 2 columns with similar content areas (9 in one column, 8 in the other);

This has been clarified – see prerequisite course list.

Are there a specific number of credit hours required for consideration to matriculate into the ELM program?

Students must meet all university and programmatic requirements for admission.

Clarity also regarding courses with labs; A & P require lab; Exercise Physiology require lab

These are clarified in the course prerequisites

Questions regarding matching courses with NATA role delineation study, AT Educational comps.

I am not sure what this is referencing. There is a template for the BOC RD/PA and the 5th Edition Competencies (called the crosswalk) but our program has integrated both of these documents and included proposed CAATE revisions as well as they emerge for public comment.

Several of the courses would be very rich with content, i.e. Acute Injury/Diagnosis/Treatment/Management

Indeed.

4) Suggestions that might help Kent State University strengthen the proposal or refine its focus

CAATE is proposing uniqueness in the creation of degree programs, cannot tell from the proposal regarding uniqueness other than the collaboration with Podiatric gross anatomy at KSU.

Thank you. Our curriculum will use gross anatomy, but more specifically will infuse Ethics across the curriculum and Research across the curriculum utilizing elements of each of these domains in all courses and clinicals to promote professional development and competent practitioners who can critically think.

Residency could be a unique endeavor but there is not enough information contained in the proposal to know.

The residency is a Capstone Experience and has been renamed and expanded.

Where will students practice clinical skills, clinical residency, clinical practice courses (IIV)?

If students will practice skills in the above mentioned courses, how will the didactic content be delivered within the courses (the courses would be extremely full)?

Courses will integrate didactic and clinical skills to promote a theory to practice approach. Students will obviously have extensive practice in the clinical practice and clinical capstone (formerly called residency).

Fall Year 2 shows an Advanced Therapeutic Interventions course, the previous curriculum does not "label" a basic/introductory therapeutic interventions course

as such; possible that Therapeutic Modalities, Therapeutic Rehabilitation courses serve as the basic/introductory courses?

Basic introductory course is taken in undergraduate curriculum. Advanced content courses in year one build on knowledge and skills progressively through didactic and clinical courses.

Pharmacology course occurs after the advanced therapeutic interventions course (would consider pharmacology a therapeutic intervention and offer it prior to the advanced therapeutic interventions course).

Thank you for the suggestion. We will keep it in the rotation as designated as the Pharmacology course is more didactic and theory focused since athletic trainers cannot prescribe or administer pharmacological agents.

Would also consider offering the pathophysiology course prior to gen med as pathophysiology serves as the foundation for understanding general medical conditions.

Students will have a rich background in Pathology as part of the General

Medical Course and Pharmacology course.

Concerns over Emergency care and where it will occur in the curriculum; if a component of the Acute Injury/Diagnosis/Treatment/Management course, how much room in the curriculum here?

Students will come to the program with undergraduate prerequisites in some of the basic Emergency Care aspects which will leave room for the Advanced knowledge and skills associated with those domains as part of the MS curriculum.

University of Dayton Feedback KSU Master of Science in Athletic Training

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

2. Description of the proposed curriculum.

- What are the total number of clinical hours? How are these hours broken down in to practice area/sport?
 - ***Per curriculum guidelines, practicum courses will have a minimum hour requirement. Clinical Practice I – IV have 60 hours/CH for a total of 720 hours. Clinical Capstone has 100 hours/clinical for a total of 600 hours.***
- Please provide data and information regarding the clinical affiliations that currently exist and the needs (if any) for expansion.
 - ***This is provided in Appendix D***
- Is there a thesis?
 - ***No, but substantive research projects transcend most of the courses and a Research Project is required of all students in the program.***

3. Administrative arrangements for the proposed program: department and school or college involved.

- Will the combined BS MS option be open to all BS AT students or only KSU students?

The BS MS is not an option anymore. We have removed this option.

- For option 2, are the “slashed” courses doubled numbered? Please further describe which courses fit this criteria and how credits will be earned.

Kent State has 50000 and 60000 level numbering for MS courses. All meet the rigor expected of a MS level course. If the course is slashed, it basically is listed at the undergraduate level as a 40000 level (typically) and at the 50000 level as well with those in the MS sections required to complete additional projects for graduate level credit. This is standard at KSU. However, after reconsideration, the courses will not be slashed with undergraduate sections but will be new 60000-level graduate courses. NO COURSES WILL BE CROSS-LISTED AND WILL BE DISTINCTLY DIFFERENT IN OFFERINGS AND EXPECTATIONS. While students may still use up to 12 graduate credits to meet undergraduate requirements, there will not be a formal combined program at this time.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state

and region.

5. Prospective enrollment.

- Please describe and contrast enrollment for the current BS program.
 - *Current enrollment in the KSU program is around 55/60 students at the undergraduate level professional phase program (although IR demonstrates 2016 15th day census numbers at 137 majors which includes pre-professional students as well). I am not sure what is requested with the contrast element. Approximately 60% of our graduates from the MS program go on to graduate programs of some type.*
- Have you conducted a marketing analysis? If so, please provide results.
 - *See Appendix L for the Needs Analysis and Results*

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

- Is the tenured faculty member listed the program director?
 - *Not necessarily a requirement. The current undergraduate program coordinator is not yet tenured although the new MS program coordinator has not yet been appointed by title.*
- Please describe the percentage of workload that the faculty are assigned to the AT program and how this follows CAATE guidelines.
 - *KSU ATTR Core faculty (Listed in Appendix B) are all teaching in the ATTR program exclusively. Some of the faculty have load credit for courses that are for ATTR and other majors, but all faculty serve ATTR majors. The TT faculty have 3:2 loads each year while the NTTs have 5:5 loads except for administrative release for PC and CC. This is compliant with CAATE Proposed Guidelines.*
- Please describe how faculty will support student research and or thesis projects.
 - *Students are required to perform various research projects throughout the curriculum. The faculty have vast experience mentoring graduate research and have published and presented with graduate students nationally and locally.*

8. Need for additional facilities and staff and the plans to meet this need.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Wright State University Response to Kent State PDP for a MS in Athletic Training

This is pretty straight forward and requires very little explanation. All, or most all, current undergrad AT programs will be complying with the new CAATE mandate to move to a grad program. So I will make mine short and sweet.

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state: There are no other grad AT programs in the state yet, as they are just now being created. We will be doing ours shortly as well. The differences are then impossible to ascertain.
2. Opportunities for collaboration with the CCGS member's own institution: None at this time.
3. Concerns with substantive elements of the proposed degree program: No concerns.
4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus: Not necessary. All programs going through this will be making changes as CAATE defines more specifically the total competencies and level of achievement for these competencies. This is still a moving target, and much like us Kent is getting out in front of the process.

Youngstown State University Response from review of Kent State University's PDP for Master of Science in Athletic Training

We have no experience in actually offering this program yet (we are still awaiting HLC approval for our program that CCGS approved in January) but our reviewer offers the following. Please accept my apology for the late reply. I hope that this information is still of some value to you and your colleagues as you prepare your full proposal.

Our reviewer offers only have one concern with their program at the moment – I do not see how this program will differ from an undergraduate program. I do not see any indication of a master's degree project or thesis. How do they plan to incorporate research and are the faculty qualified to mentor students through the research process?

See Appendix B for faculty publications and presentations. There is vast evidence of quality research with students and professionally within the faculty ranks. The CVs reflect depth and breadth of successful mentoring, publishing, and presenting projects and theses. The program differs substantively in that it requires more integrated courses and clinical experiences. Research has a stronger presence in the MS program and the expectations for a clinical immersion is authentic.

**MS ATTR FULL PROPOSAL
APPENDICES:**

- A 6th Edition: BOC Role Delineation and Practice Analysis Document (New edition due to release soon)
- B Faculty CVs
- C Proposed Curriculum
- D Clinical Sites and Preceptors
- E MS EXPH and MS ATTR Programs to Reflect Authenticity
- F Course Descriptions
- G Admission Requirements and Advising Sheets including Technical Standards
- H Ohio Revised Code for Athletic Trainers Defining Scope of Practice
- I CAATE Statistics of Undergraduate and Graduate Programs
- J Letters of Support
- K Signed Curricular Forms
- L Projected Cost Analysis
- M Needs Analysis Survey and Results
- N CAATE Declaration of Degree Change
- O Catalog Copy

Needs Survey

As mentioned before, employment opportunities in athletic training are one of the fastest growing health care fields through 2018 according to Job Outlook 2022. As a profession, we have many expanding opportunities for athletic training professionals including military, surgical, emergency medicine, and industry evolving. Moreover, KSU has had a strong history of nearly 100% employment or post-graduate education following graduation from our BS ATTR program for nearly a decade. We anticipate this trend will continue with the Professional MS ATTR program. Employer surveys generated from the UG program has yielded positive feedback regarding our graduates. According to the NATA Career Center, there were 2193 new job postings in 2014 for athletic training positions.

Additionally, a needs analysis was administered to 117 students at Kent State University in the Health Sciences programs. Of these students, 53% were freshman or sophomores and 47% were juniors or seniors. 69% of the students were ATTR majors with 19% replying being in Exercise Physiology major, 9% in other majors (not defined), and 3% not responding. 91% of the students surveyed said they were interested in graduate studies and 83% indicated that they would be interested in hearing more about the MS ATTR in more detail. Approximately 69% indicated that if they got a graduate degree, they would be interested in staying at KSU for their program. Of interest, just 7% indicated that they would not be interested in pursuing a master's degree program at all. The majority of students (48%) who responded to interest hearing about the options wanted to hear about both options while 33% and 18%, respectively, wanted to hear about the 4/1– 3/2 option and 2 year options. Approximately 1% did not respond to this question. An exciting finding was that of the respondents, 67% indicated that they knew someone who would be interested in this degree program at Kent State University. See Full Survey and Results in *Appendix M*.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the “need” for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and

employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

Number of job openings (due to growth)

According to the Bureau of Labor Statistics

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

athletic trainers have a projected 19% employment increase compared to the 11% national average for all occupations in the Job Outlook 2012 - 2022. According to this government document, there are 5,400 projected additional jobs by the year 2022. Moreover, Athletic trainers are employed in a variety of settings including clinic, secondary schools, colleges and universities. However, there is a large emerging market for athletic trainers in the areas of Occupational Health, Military, Performing Arts, Physician Extender, Professional Sports, and Public Safety. This is opening avenues that were not considered as employment venues in previous years.

Salary for these employees

The average salary for a Masters' trained athletic trainer nationally is

\$54,660.00 which is up from previous years. In District IV, athletic trainers have an average salary of \$51,635.00. Entry-level averages are substantially lower and range from approximately 38,000.00 to 41,500.00 with 0-5 years experience. According to the NATA, this early career category has noticed a 12% increase in average salary which is higher than any other membership group.

Other evidence may include, but is not limited to:

- *Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;*

Letters from Affiliate Sites that they will continue to serve our program as clinical sites with MS candidates.

Letters of support were generated from a random group of clinical affiliate sites. Please see the affiliate site matrix in Appendix D and formal letters in Appendix J.

- *Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;*

No pilot courses or certificate programs are necessary as this is an edict from the CAATE. However, Kent State University has sustained a competitive admission program at the UG level for decades and continues to be one of the leaders in athletic training education in the state. The need for the full degree program at the graduate level is a requirement not an option due to the recent Joint Statement from the Strategic Alliance in Athletic Training.

- *Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;*

There are no partnerships being considered with other colleges or universities at this time. The Kent State University program will be a fully independent program at the MS level. We will however recruit actively from other undergraduate programs to encourage students to attend our MS ATTR program. As other programs realize they may not be able to sustain a MS program, affiliations may or may not be considered. At this time, there are no formal collaboration agreements nor direct intentions to do so.

- *Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);*

The data that supports this need is vetted in the critical documents from the NATA including the Focus Group Summary Report, Health Care Economist Report, and the CAATE Open Comment Report which provided the background for the declaration of the transition to the master's level degree. These documents (See Appendix N) support the need for the transition to the MS degree at the national level. These documents precipitated the declaration of the transition to MS degree (See Appendix N).

- *Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;*

Kent State University already has distinguished faculty serving the ATTR program. Dr. Kimberly Peer is internationally and nationally recognized for her contributions to the profession as evidenced in her awards and professional accomplishments (Peer CV).

Other KSU faculty including Jeffery Huston, Jay Jonas, Lisa Chinn, Ashley Reed and Cary Hale have longstanding relationships in the profession and collectively account for nearly 100 years of athletic training experience and connections. This program is well established as an undergraduate program and the reputations of the faculty will remain a key marketing tool in the transition to the MS ATTR.

- *Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.*

There are time limitations to the full transition of the MS degree program. Beginning in year 2022, all programs who intend to have students sit for the Board of Certification (BOC) examination will have to hold master's degree from professional programs. Swift approval of the KSU program will allow athletic training students to continue to seek educational opportunities at this institution in this particular discipline at the graduate level. Further, KSU is ahead of the curve (as reflected in some of the comments from the reviewers) in making the transition so it will allow us to be among the first few institutions in Ohio to transition to offer the MS ATTR.

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

Students from around the six county region will likely be the top recruits for our programs. Based on the high number of UG programs in NE Ohio, it is anticipated that this will be a rich ground for students. Moreover, KSU has nearly 400 undergraduate Exercise Science majors of which a relatively fair amount may be interested in the MS ATTR program (See Appendix M – Needs Assessment). Students will attend full-time and Projected student enrollment and anticipated costs are included in Appendix L)

For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Kent State University has had a BS ATTR program for years. The program graduates approximately 10-15/year and has done so for the past three years. Our program has approximately **137 declared majors** (including the freshman per the 2016 15 day census). As a selective admission undergraduate program, degree production is less than the declared majors **as the pre-professional students are typically included in the declared major count. When the students progress into the professional phase (selective admission), some students will change their major as they did not make the professional selection phase and cannot progress. KSU has the capacity to support approximately 60 clinical students at current sites which is the premise of our professional phase selection process.**

For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Students can be employed immediately post - MS degree (and successful BOC exam) in a variety of settings including colleges/universities, high schools, clinics, hospitals, military, industry, MD offices. Athletic training graduates can also pursue PhD programs, clinical residencies and fellowships, and other advanced track programs.

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

Employers in the area are vast. KSU has been successful in employing athletic trainers at many of our affiliate sites regionally. We have past and current alumni working at each of the major hospital systems in the area and we also have students who are working out of state (including but not limited to, Pennsylvania, West Virginia, Texas, Colorado, Utah, Michigan).

- a. *Consultant Reports* – N/A
2. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library, finances). SEE APPENDIX J
 - a. Dr. Lynne Rowan, Director, School of Health Sciences
 - b. Mr. Trent Stratton, Kent State University Head Athletic Trainer, Associate Director for Medical Services
 - c. Dr. Steve Mitchell, Kent State University, Associate Dean, Graduate, College of Education, Health and Human Services
 - d. Dr. Ellen Glickman, Professor and Coordinator, Exercise Physiology, Kent State University
 - e. Dr. Vince Hetherington, College of Podiatric Medicine
3. **External letters of support, survey results.**
 - a. Affiliate Site Personnel – SEE APPENDIX J
 - i. Ms. Hollie Kozak, Vice President, Summa Health Orthopedic Center
 - ii. Mr. Aaron Galpert, Akron Children's Hospital
 - b. Survey Results – SEE APPENDIX M
4. **Catalog copy**, including admission requirements, job opportunities and course requirements (see another graduate program in www.kent.edu/catalog for an example).
SEE APPENDIX O
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).
Athletic Training
Clinical Athletic Training
Sports Medicine