

New Academic Program: MAT in Athletic Training

EXECUTIVE SUMMARY

1. Institution and Program

Oregon State University, Master, Athletic Training

2. Program Description

Since the 1973-1974 academic year, Oregon State University has sponsored one of the most recognized and well-respected professional athletic training education programs in the United States. Since 1974, OSU's Athletic Training education program has been continuously accredited by the appropriate accrediting body, which is currently the Commission on Accreditation of Athletic Training Education (CAATE). The mission of the Oregon State University Athletic Training program is to prepare students for the challenges of the ever-expanding allied health profession of athletic training.

The purpose of this proposal is to create a new professional master's degree program that will replace the existing undergraduate degree program in athletic training. This programmatic change is necessary due to: (1) a likely shift toward the professional master's degree being the mandated "point of entry" into the athletic training profession in the not too distant future; and (2) several key challenges related to OSU's capacity to continue to deliver professional athletic training education at the undergraduate level, given an ever-increasing number of program competencies required to be taught and assessed to meet accreditation and professional practice standards.

The Athletic Training program has a long history as a program of distinction within the College of Public Health and Human Sciences (CPHHS). The new MATRN program will leverage existing resources (e.g., faculty, data, library, etc.) such that no additional equipment, facilities or technology are necessary to supplement current commitments to the program from the School of Biological and Population Health Sciences and the CPHHS. This program proposal represents the desire to continue to offer a long-standing educational program that aligns with the signature area of the university of *Improving human health and wellness*, but in a manner that will allow us to effectively deliver the additional content required of entry-level athletic training clinicians by our accrediting agency.

3. Target Population

Through the combination of extensive didactic, laboratory and clinical education experiences, program graduates with degrees in athletic training will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the certification examination offered by the Board of Certification, and embark on careers as certified athletic trainers. Program graduates gain employment in a wide variety of venues, providing direct sports medicine patient care for professional, college and high school athletic teams, and in hospitals and outpatient physical therapy clinics, among others.

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RECOMMENDATION

All appropriate University committees and the OSU Faculty Senate have positively reviewed the proposed program. The Provost recommends that the Academic Strategies Committee recommend to the Board that it approve the establishment of an instructional program leading to a professional master's degree in Athletic Training, effective Summer Term 2016, pending the approval of the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities.



Proposal for a New Academic Program

New Graduate Degree Proposal: Master of Athletic Training (MATRN)

Oregon State University
College of Public Health and Human Sciences
School of Biological and Population Health Sciences

Proposed Effective Term: Summer Term 2016 (201700)
CPS Tracking #: 92612

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 510913

CIP # 51.0913

Title: Athletic Training/Trainer

Definition: A program that prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions. Includes instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The role of the athletic trainer in the United States has its origins in the late 19th and early 20th centuries with the first documented athletic trainers hired in the late 1880's by Harvard University and Yale University.¹ Early athletic trainers were typically physicians or coaches who were designated to provide medical care for the athletes at their educational institutions. However, with substantial growth in intercollegiate and professional team sports in the United States, the first national standardized curriculum in athletic training education was adopted through the leadership provided by the National Athletic Trainers' Association (NATA) in 1969. That same year, processes for accrediting

¹ Ebel, Richard G. *Far beyond the shoe box: Fifty years of the National Athletic Trainers' Association*. Forbes Custom Publishing, 1999

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undergraduate and graduate academic programs were put in place; and in 1970, a national certification standard was established creating the “Certified Athletic Trainer (ATC)” credential. In order to attain the credential, individuals were required to successfully pass a newly created national certification examination. This certification process is still in place today and is administered by the Board of Certification.

Since the 1973-1974 academic year, Oregon State University has sponsored one of the most recognized and well-respected professional athletic training education programs in the United States. Since 1974, OSU’s athletic training education program has been continuously accredited by the appropriate accrediting body, which is currently the Commission on Accreditation of Athletic Training Education (CAATE). The mission of the Oregon State University Athletic Training program is to prepare students for the challenges of the ever-expanding allied health profession of athletic training. Through the combination of extensive didactic, laboratory and clinical education experiences, program graduates with degrees in athletic training will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the certification examination offered by the Board of Certification, and embark on careers as certified athletic trainers. Program graduates gain employment in a wide variety of venues, providing direct sports medicine patient care for professional, college and high school athletic teams, and in hospitals and outpatient physical therapy clinics, among others.

The purpose of this proposal for a new instructional degree program is to convert the athletic training education program from the undergraduate to the professional master’s level. This programmatic change is necessary due to: 1) a likely shift toward the professional master’s degree being the mandated “point of entry” into the athletic training profession in the not too distant future;² and 2) several key challenges related to our capacity to continue to deliver professional athletic training education at the undergraduate level given an ever-increasing number of program competencies required to be taught and assessed to meet accreditation and professional practice standards (*please see section 4. Need*). Thus, this proposal seeks to convert the status of an existing academic program from an undergraduate major to a professional master’s degree.

² Professional Education in Athletic Training: An Examination of the Professional Degree Level, Accessed April 22, 2014: http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf

Proposal Summary

NEW Graduate Degree Program

Program Title:

Master of Athletic Training (MATRN)

- Degree Types: **Masters**
- Program Type: **Graduate**
- Academic Home:
 - College of Public Health and Human Sciences**
 - School of Biological and Population Health Sciences**
- Contacts: **Marc Norcross (7-6788; marc.norcross@oregonstate.edu) and Kimberly Hannigan-Downs (kim.hannigan-downs@oregonstate.edu)**
- Graduate Options: **None**
- CPS #: **92612**
<https://secure.oregonstate.edu/ap/cps/proposals/view/92612>
- CIP #: **51.0913**
- SIS #: **XXXX - To Be Assigned by the Registrar's Office**
- College Code: **23**
- Course Designator: **EXSS** (existing)
- Courses: **A total of 17 (5 existing courses; 12 new courses)--to be submitted separately using new course proposal forms (50% rule will be met)**
- Program Total Credit Hours: **67**
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Enrollment (Anticipated): **Cohort of 15 per academic year**
- Graduates (Anticipated): **13-15 per year after two years**
- Accreditation: **Commission on Accreditation of Athletic Training Education (CAATE)**
- Program Unique to Oregon University System: **Yes**
- Proposed Effective Term: **Summer Term 2016 (Banner: 201700)**

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The proposed curricular requirements and program of study for the two-year professional academic program leading to the Master's degree in Athletic Training are detailed below. Curricular content was developed based upon the 5th Edition of the NATA Athletic Training Education Competencies, while the program structure was developed after extensive review of athletic training education master's programs from across the country. Please note that this new degree program will replace an existing undergraduate degree program in Athletic Training that will be terminated in a separate curricular proposal such that the courses may be delivered without additional faculty FTE. Further, all courses in the program will be stand-alone graduate courses.

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Athletic Training Graduate Courses (67 credits)

	<u>New Course</u>	<u>Existing Course</u>
EXSS 510. Professional Internship (6)		X
EXSS 511. Introduction to Athletic Training (4)	X	
EXSS 520. Orthopedic Assessment of Upper Extremity Injuries (5)	X	
EXSS 521. Orthopedic Assessment of Lower Extremity Injuries (5)	X	
EXSS 522. Orthopedic Assessment of the Neck/Spine (5)	X	
EXSS 560. Motivation in Physical Activity (3)		X
EXSS 561. Psychosocial Factors in Physical Activity (3)		X
EXSS 565. Emergency Management of Sports Trauma (3)	X	
EXSS 566. General Medical Assessment (3)	X	
EXSS 567. Pharmacology in Athletic Training (3)	X	
EXSS 568. Athletic Training Program Management (3)	X	
EXSS 569. Evidence-based Medicine (3)	X	
EXSS 584. Therapeutic Modalities (4)	X	
EXSS 585. Upper Extremity Therapeutic Exercise (5)	X	
EXSS 586. Lower Extremity Therapeutic Exercise (5)	X	
H 523. Foundations of Public Health (4)		X
NUTR 535. Nutrition and Exercise: Macronutrients and Energy Metabolism (3)		X

Program of Study

	Summer Session I	Fall	Winter	Spring
<u>Year 1</u>	EXSS 511 (4)	EXSS 520 (5)	EXSS 521 (5)	EXSS 522 (5)
		EXSS 560 (3)	EXSS 561 (3)	EXSS 569 (3)
		EXSS 565 (3)	EXSS 566 (3)	EXSS 584 (4)
<u>Year 2</u>		EXSS 567 (3)	EXSS 586 (5)	EXSS 510 (6)
		EXSS 568 (3)	H 523 (4)	NUTR 535 (3)
		EXSS 585 (5)		

- d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

The Master of Athletic Training degree will be delivered through the combination of extensive didactic, laboratory and clinical education experiences, from which students in athletic training attain the entry-level educational competencies necessary to take and pass the certification examination offered by the Board of Certification, and embark on careers as certified athletic trainers. The proposed new academic program will continue the long-standing use of practical clinical education experiences that provide the student with two years of daily experiential learning opportunities to develop clinical expertise in the prevention, emergency care, diagnosis, medical referral, immediate treatment, and therapeutic rehabilitation of injuries and illnesses associated with participation in sport and physical activity.

e. Ways in which the program will seek to assure quality, access, and diversity.

The Athletic Training program supports and abides by the university mission statements and action plans for diversity, quality, and access. Anyone with a bachelor's degree who meets the prerequisites listed below would be able to apply for admission to this professional degree program. Students in the final year of their bachelor's degree are eligible to apply prior to graduation with formal admittance to the program dependent on the successful completion of the bachelor's degree. The admission criteria and prerequisite coursework are outlined below.

The Athletic Training program at Oregon State University has always strived to have a diverse student population in the program. Historically, the program has had great success recruiting students through formal on-campus programs such as Beaver Open House and we will continue to actively recruit potential MATRN graduate students from Oregon State through formal presentations in EXSS 131 (Introduction to Exercise and Sport Science) and EXSS 132 (Introduction to the Allied Health Professions). Additional on-campus recruitment efforts will include the development of marketing brochures to be distributed to Admissions, College Advising, and INTO offices and through personal communication with prospective students. Externally, we will disseminate announcements to all of the Athletic Training Program Directors in the country and to the American Kinesiology Association and OSU Alumni list serves. The program will also be listed on the accrediting body's website which will provide prospective students with contact and program information.

Finally, in an effort to increase student diversity, we are engaging in conversations with INTO to explore developing a potential pathway to the MATRN program and also plan to promote the new program to advisors in the Athletic Department as this facet of the OSU student population is generally the most diverse. It is anticipated that these efforts will allow the program to continue to enroll a diverse group of students at the state, national, and international levels.

Athletic Training Program Admission Criteria:

- Baccalaureate degree program from an accredited university prior to beginning the program
- Cumulative GPA of 3.0 from the undergraduate degree
- Two letters of recommendation, with at least one from a certified athletic trainer (ATC)
- Personal statement
- Meet program technical standards with or without accommodations as required by CAATE accreditation standards 64 and 65³
- Minimum of 50 hours of work, volunteering and/or observation under an ATC within 2 years prior to program application. Documentation of clinical hours must be verifiable on the official program application
 - Please note that hours obtained under the supervision of a physical therapist do NOT count unless the individual is dual credentialed as an ATC/PT.
- Satisfactory score (at or above the 50th percentile for quantitative and qualitative sections) on the Graduate Record Exam (GRE) taken within the last five years
- Satisfactory completion (C- or better with a cumulative GPA of 3.0) in the following pre-requisite coursework (course syllabi must be submitted to the Program Director with the application):
-

Prerequisite Coursework:

- **Biological Science** | 12 quarter hours
 - Human Anatomy
 - Minimum content requirements: Human anatomy with study of skeletons and models.

³ Oregon State University Athletic Training Program Application, pp. 3-4: Accessed May 8, 2014:
<http://health.oregonstate.edu/sites/default/files/degrees/doc/athletic-training-program-application-2013-2014.doc>

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Human Physiology

- o Minimum content requirement: Human physiology with emphasis on homeostatic mechanisms.
- **Exercise Science** | 12 quarter hours

Exercise Physiology

- o Minimum content requirement: Understanding of factors affecting the physiological function of the body related to exercise and physical performance.

Biomechanics/Anatomical Kinesiology

- o Minimum content requirement: Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.

Nutrition

- o Minimum content requirement: Basic principles of human nutrition with emphasis on the nutrients and factors that affect their utilization in the human body.
 - **Chemical Science** | 12 quarter hours
- ### General Chemistry
- o Minimum content requirements: Completion of introductory general chemistry series.

Admission Decisions:

The College of Public Health and Human Sciences has a common application portal through SOPHAS with a designated administrative point person to oversee the process. The Masters in Athletic Training will be able to utilize these supports for the processing of application materials. Applications meeting the requirements will be reviewed and ranked by a committee comprised of program faculty and preceptors. Final program acceptance decisions will be made by the Program Director in consultation with the selection committee and relayed to the Graduate School Admissions office.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
UG – Level 2	20	0	0	0	0
UG – Level 3	22	20	0	0	0
UG – Level 4	25	22	20	0	0
MATRN (first year cohort)	0	0	15	15	15
MATRN (second year cohort)	0	0	0	15	15

UG – Level 2 = sophomore level undergraduate student

UG – Level 3 = junior level undergraduate student

UG – Level 4 = senior level undergraduate student

MATRN (1) = first cohort of graduate students

MATRN (2) = second cohort of graduate students

g. Expected degrees/certificates produced over the next five years.

We expect to admit approximately 15 students in each cohort class starting in the summer of 2016. At the conclusion of the program, students are eligible to take the national Board of Certification exam. We expect greater than 95% of the students to take and pass the national exam. With cohort-class sizes as described above, and accounting for minimal attrition, we expect to graduate approximately 13-15 students each year, or 65-75 graduate students over a five-year period.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

We believe this program will continue to attract students from not only the state of Oregon, but also nationally and internationally. It is also the expectation that the program will attract students from both a traditional and nontraditional background. However, the structure of the program requires students to study full-time throughout their time in the program.

i. Adequacy and quality of faculty delivering the program.

The faculty associated with delivering the MATRN degree program exceeds the 5.0 FTE requirement of graduate programs and includes:

Vicki Ebbeck, PhD– Associate Professor, School of Biological and Population Health Sciences

Dr. Ebbeck's expertise is in the area of sport and exercise psychology and teaches courses related to motivation and psychosocial factors in physical activity. She conducts research centered on developing positive self-perceptions in the physical domain with a specific interest in examining self-compassion as a means to help individuals adopt a healthy attitude toward the self.

Kim Hannigan, PhD, ATC – Program Director/Clinical Assistant Professor, School of Biological and Population Health Sciences

Dr. Hannigan currently teaches courses related to pharmacology in athletic training, therapeutic exercise, professional development and directed observation in athletic training. She is responsible for the classroom and clinical education of the students in the Athletic Training major and ensuring that all aspects of the program are in compliance with the standards and guidelines set by the national accrediting agency for the athletic training profession, the Commission on the Accreditation of Athletic Training Education (CAATE).

Mark Hoffman, PhD, ATC – Associate Dean of Undergraduate Studies, College of Public Health and Human Sciences/ Associate Professor, School of Biological and Population Health Sciences

Dr. Hoffman currently teaches the emergency management and general medical conditions courses. His research is in the area of sensory and motor systems of the human body in an attempt to gain a better understanding of their mechanisms for the promotion of human movement, physical activity, and the prevention of injury. Specifically, he has been interested in studying neuromuscular mechanisms as they relate to sport injury.

Sam Johnson, PhD, ATC – Clinical Education Coordinator/Clinical Assistant Professor, School of Biological and Population Health Sciences

Dr. Johnson currently teaches courses related to motor control and motor learning, athletic training program management, and advanced therapeutic exercise. He is responsible for the classroom and clinical education of the students in the Athletic Training major. His research interests include the study of sensory-motor integration in the nervous system, particularly how it relates to injury risk, prevention of injury, and effects of training programs.

Melinda Manore, PhD, RD, CSSD, FACSM–Professor, School of Biological and Population Health Sciences

Dr. Manore teaches courses related to nutrition assessment, metabolism and energy balance, and the intersection of nutrition and exercise. Her current research examines the integration of nutrition and exercise into energy balance messages and community based practices, programs and environmental changes for the prevention of obesity.

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Marc Norcross, PhD, ATC – Assistant Professor, School of Biological and Population Health Sciences

Dr. Norcross currently teaches courses related to injury assessment and therapeutic modalities. His research interests include interdisciplinary research centered on decreasing the incidence of sport-related lower extremity injury. To this end, he coordinates laboratory-based biomechanics research and school-based injury epidemiologic inquiry in order to develop and effectively translate injury prevention programming to high school student-athletes.

j. Faculty resources – full-time, part-time, adjunct.

Craig Graham, MD – Medical Director

Dr. Graham serves as the medical director for the Oregon State University Athletic Training Program. He supports our program by teaching one course on general medical conditions and disorders. In addition, students in the program shadow Dr. Graham in the clinic.

Emily Norcross, MA, ATC – Part-time Instructor

Emily Norcross currently teaches courses in manual therapy, assessment of lower extremity injuries, taping and bracing and the beginning athletic training course. In addition, she holds a part-time appointment as an athletic trainer in the Department of Athletics in which she provides care to OSU student-athletes and serves as a clinical preceptor for athletic training students.

The institution would not need to increase the faculty, nor staff numbers in order to support the change of the athletic training program from an undergraduate program to a graduate degree program.

k. Other staff.

We currently have clerical support provided by department secretarial staff. In addition, two PhD students who are certified athletic trainers serve as graduate teaching assistants in the program, primarily teaching laboratory courses in the program.

l. Facilities, library, and other resources.

Athletic training faculty are primarily supported by the Neuromechanics Laboratory located on the ground floor of the Women's Building. The 2225-square foot laboratory is subdivided into a large, open data-collection space (1200 sq ft), three multi-purpose meeting/data reduction offices (250, 275, and 200 sq ft), and a locked storage area (300 sq ft). The data collection space provides a 35' x 25' x 12' motion capture area, at the center of which is a force plate mounting area that allows for multiple configurations. The laboratory's research equipment includes a Vicon 612 optical motion capture system with 9 high-resolution digital M2 cameras, 64 channels of synchronized analog-to-digital input, a digital video camera, and real-time data processing capabilities. The laboratory also contains 3 Bertec 4060 force plates, a Noraxon TeleMyo 2400 telemetered 16-channel electromyography system, a Biodex System 3 Pro™ isokinetic dynamometer, a Neurocom Smart BalanceMaster™ stability system, two Biopac MP-100™ data analysis systems, a MedMetric KT-2000™ knee arthrometer with Compu-KT™ software, a LigMaster arthrometer, and multiple computers with data acquisition, control, and data analysis capabilities. Scientific software currently available for use in the laboratory includes: The MotionMonitor Software, Vicon BodyBuilder, LabView, SPSS, MATLAB, and Visual C++. For biomechanical modeling, the AnyBody software package is also available.

A large part of the didactic and laboratory education for the Athletic Training master's degree will be done in a teaching lab housed in Langton Hall. This classroom and laboratory space contains equipment needed to deliver the athletic training course content (e.g., general medical equipment,

therapeutic exercise equipment, modalities equipment) in a secured room. This space also serves undergraduate majors in Exercise and Sports Science, particularly students in the Pre-Therapy and Allied Health option).

Anticipated start date.

The faculty and staff are in place to begin this program, pending administrative approval, in the summer of 2016. All proposed course changes will be completed within this time frame. The clinical education sites are in place and can be transitioned from the current undergraduate to the new graduate program easily. Students currently matriculating in the existing academic program (Bachelor of Science in Athletic Training) will be able to finish all of the academic and clinical requirements for the undergraduate Athletic Training Degree. The final class of undergraduate BS Athletic Training students would graduate in June of 2017 with first MATRN cohort graduating in June of 2018.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

The Athletic Training program is committed to attaining the following goal from the OSU Mission Statement and Goals:

"Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country."

We have designed a curriculum that maximizes instructor contact and interaction with students to enhance the learning environment. Many of the courses in the curriculum have both a lecture and laboratory component, which provides hands-on learning in a smaller class size environment.

Additionally, we are committed to excellence in teaching and promotion of educational success as is evidenced by our undergraduate athletic training students' success rate on the Board of Certification examination for Athletic Trainers (see 5c below). The current undergraduate program consistently performs above the national average for undergraduate programs, and we are confident that we will continue to exceed the national average when delivering athletic training education at the graduate level.

All of the full-time Athletic Training faculty are affiliated with the Neuromechanics laboratory and EXSS graduate program in the College of Public Health and Human Sciences. The combination of these factors will help the students attain meaningful experiences and facilitate the completion of the culminating project that will be required of all graduate students in the new program.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

Improving human health and wellness is noted as both one of the signature areas and one of the goals of the University.⁴ Athletic Trainers (ATs) are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.⁵ As the only public university in the state of Oregon

⁴ <http://oregonstate.edu/main/mission>

⁵ ATHLETIC TRAINING SERVICES: An Overview of Skills and Services Performed by Certified Athletic Trainers, Accessed April 22, 2014: <http://www.nata.org/sites/default/files/GuideToAthleticTrainingServices.pdf>

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with an accredited professional athletic training program, we are graduating students who will go on to directly improve the health and wellness of citizens of Oregon and beyond by preventing and treating physical activity related injuries and illnesses.

- c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.**

The athletic training profession is expected to grow by over 20% between 2012-2022 (*please see Section 4. Need*). Athletic Trainers are well positioned to help the State of Oregon address the growing public health concern of youth sports injuries. Athletic Trainers are skilled in the prevention, diagnosis, treatment and rehabilitation of acute and chronic musculoskeletal injuries and conditions that arise from participation in exercise programs. Graduates of the professional program in athletic training at OSU, in existence since 1973, have a significant presence throughout the state, and comprise a large proportion of the Certified Athletic Trainers providing sports medicine care throughout Oregon.

- d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.**

Sports injuries, particularly youth sports injuries, such as sport-related concussion are being recognized as a major public health concern that requires trained professionals to effectively manage these injuries and improve public welfare. The professional Athletic Training education program graduates students that go on to work with athletes at all levels across the state, region, and nation with numerous graduates working as athletic trainers at secondary schools in Oregon. Given the increased public demand for appropriate sport-related medical care in secondary schools and a projected growth in AT jobs, we foresee many of our future graduates staying in Oregon and directly contributing to improving the health and wellness of Oregonians.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

Professional (entry-level) athletic training education programs (baccalaureate and master's degree programs) in the United States are accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

The proposed program would transition a current undergraduate major to a professional master's degree program. The current major is accredited by CAATE through 2021. With so many undergraduate programs across the country moving to a master's degree in athletic training, CAATE is developing a standard and streamlined procedure for programs in the middle of an accreditation cycle who wish to transition from an undergraduate to a graduate program. Currently, the accreditation standards are the same whether the program is delivered at an undergraduate or a graduate level. Therefore, we are confident we will continue to meet the standards in the new graduate degree program.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable. The undergraduate degree program in Athletic Training will be terminated once OSU's final cohort of undergraduate Athletic Training majors has completed their degree (June of 2017) and this proposal has been granted administrative approval.

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The current undergraduate program is accredited. We will continue to work with the accrediting body to ensure the master's degree in Athletic Training achieves and maintains the same recognition.

4. Need

- a. Evidence of market demand.

Nationally, the U.S. Bureau of Labor Statistics projects a 21.2% increase in AT jobs (4,900 new jobs) and 11,100 total AT job openings due to growth and replacement needs between 2012-2022.⁶ Despite this projected growth, the Oregon State University Athletic Training major is one of only three accredited professional (entry-level) programs in the state of Oregon (Linfield College and George Fox University); and the only professional Athletic Training major in the OUS system. The professional program in Athletic Training has been offered at the undergraduate level at OSU since 1973, and for 23 of the past 24 years, more students than could be accommodated have applied for admission to the program. The projected growth in AT jobs over the next decade coupled with a long history of student interest that exceeds program capacity demonstrates that there will likely be a continued demand for athletic training education programs.

While it is not possible to precisely forecast how offering professional education at the graduate versus the undergraduate level may affect market demand, the proposed creation of a graduate, professional Athletic Training degree program at OSU is partially in response to a changing national landscape surrounding athletic training education. On June 25, 2012, the National Athletic Trainers' Association Board of Directors' charged that a working group be formed to analyze athletic training education and determine the appropriate professional degree level for the profession. The recommendation of the working group, released in December 2013, is **"...that professional education in athletic training should occur at the master's degree level."**⁷ While no plans for implementation of this recommendation have been publically announced, the report of the working group clearly indicates that a shift toward the master's degree being the mandated "point of entry" into the Athletic Training profession is likely to occur in the not too distant future. The transition to a graduate, professional athletic training program at this point in time would position OSU ahead of the curve nationally and proactively address the expected future mandate that professional athletic training education can only be offered at the graduate level. Further, OSU would remain the only professional athletic training program in the OUS system; one of potentially two graduate professional athletic training education

⁶ U.S. Department of Labor, Bureau of Labor Statistics, National Employment Matrix, Accessed April 22, 2014: <http://data.bls.gov/projections/nationalMatrix?queryParams=29-9091-1170&ioType=o>

⁷ Professional Education in Athletic Training: An Examination of the Professional Degree Level, Accessed April 22, 2014: http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf

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programs in the state of Oregon;⁸ and one of just five graduate professional athletic training education programs in the western United States.⁹ As such, we anticipate a continued demand for enrollment into the Athletic Training education program at OSU and expect that we will continue to draw students from not only Oregon, but the Western United States and internationally as well.

- b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

The proposed, professional master's program in Athletic Training will be the only one of its kind at a public institution of higher learning in the State of Oregon. There are currently two CAATE-accredited professional undergraduate athletic training education programs (Linfield College and George Fox College) and one graduate professional program (Pacific University) seeking CAATE accreditation at private institutions in Oregon.

The University of Oregon sponsors a *post-professional (advanced clinical training)* master's degree program in athletic training. However, the proposed *professional* master's degree program at OSU will not compete or conflict with the program at UO. The *post-professional* master's program at the University of Oregon requires entering students to have completed a *professional* athletic training program (i.e., what OSU currently and would continue to offer) and hold the ATC credential. As such, the two programs will draw from and serve separate pools of students.

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.**

We generally view educational attainment as a term used to refer to the highest degree of education an individual has completed. Working with this understanding, the athletic training professional master's program will promote the attainment of an advanced degree in higher education because it 1) will be the only professional athletic training degree housed in a state institution in Oregon; and 2) it will offer this education at the master's degree level.

However, we also believe that educational attainment should not be measured solely by degree level, but by student learning outcomes and achieved educational competencies. While it is not currently mandated that professional athletic training education be delivered at the graduate level, we believe that delivering athletic training education at the graduate level will ameliorate several key challenges we currently face with our undergraduate program and result in improved educational outcomes. The expectations of employers surrounding the necessary knowledge and skills required of entry-level athletic training practitioners continues to evolve, and with it, there are an ever-increasing number of program competencies required to be taught and assessed to meet accreditation and professional practice standards. However, it is increasingly difficult to adequately address all of these competencies while competing with general undergraduate education requirements, and to appropriately sequence professional education courses after health-related foundational courses within a four-year undergraduate degree program. We anticipate that delivering professional athletic training education at the graduate level will improve the quality of that professional education for our students in the ways described in the *Professional Education in Athletic Training: An Examination of the Professional Degree Level*.¹⁰ In addition, between 2006-2013, of the 152 students admitted into the undergraduate AT

⁸ Pacific University, Forest Grove, OR is seeking accreditation for a newly created (e.g., no history of AT education at the graduate or undergraduate levels) graduate Athletic Training education program.

⁹ Please see Figure 1. CAATE Accredited Professional Athletic Training education programs at the Graduate Level

¹⁰ Key Findings:

program, 107 graduated with an AT option/major resulting in an average student attrition rate of 29%.¹¹ It is expected that the creation of a professional master's degree program in athletic training will decrease the student attrition because of greater consideration and preparation students give to the decision and commitment to enter a graduate program.

d. Manner in which the program would address the civic and cultural demands of citizenship.

The clinical education of students in the athletic training program primarily takes place during rotations with various OSU intercollegiate athletic teams, some of the most culturally diverse groups on the OSU campus. This experience helps our students develop sensitivity to varying cultures, strategies for overcoming potential cultural barriers to communication, and interpersonal skills that we believe serve them well once outside the campus community.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The competencies for the athletic training program are delineated in Appendix A: MATRN Competency Matrix.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

To assure quality, an internal learning outcome reporting system will be managed by the College of Public Health and Human Sciences' Accreditation/Assessment Manager, as is currently the practice for all programs in our College. Assessment will occur in specific courses throughout the program and at the final oral defense using the methods outlined in Appendices A: MATRN Competency Matrix and B: MATRN Graduate Program Assessment Plan. Course-level reporting will be made by individual faculty using assessment reports customized for each course (Appendix C: Example Course Level Learning Outcome Reporting Form); while learning outcomes assessed at the Final Oral Defense will be discussed by the committee and reported using a final defense reporting form (Appendix D_MATRN Final Oral Defense Competency Reporting Form).

Given that the MATRN is a professional master's degree, students will meet the Graduate School learning outcome to *Conduct research or produce some other form of creative work* through the completion of EXSS 510 and the final oral defense. As part of EXSS 510, students will work with their advisor to develop and produce an original creative work based upon one of their clinical experiences. This creative work, which could include but is not limited to a medical case study, a review of literature regarding a particular topic in athletic training, a meta-analysis on a relevant topic in sports medicine, etc., will be presented by the student and evaluated by the graduate committee at the final oral defense.

#7: A strong foundation of health-related basic sciences is increasingly necessary to prepare students for contemporary clinical practice in athletic training.

#8: Professional education should not compete with general education, liberal arts, and foundational science requirements because it detracts from the effectiveness of the professional educational experience.

#9: A transition to professional education at the graduate level will result in a more efficient educational system

¹¹ This high attrition rate is not isolated to OSU, but is a common problem for undergraduate Athletic Training programs across the country. In fact, Key Finding #4 from the *Professional Education in Athletic Training: An Examination of the Professional Degree Level* is: "Professional education at the graduate level enhances retention of students who are committed to pursuit of an athletic training career. Graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice."

TAB L

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Upon graduation from a professional athletic training program, students are eligible to sit for the Board of Certification examination. Successful completion of this examination is the pre-requisite to obtaining registration as an Athletic Trainer in the State of Oregon. The undergraduate professional Athletic Training program at OSU has historically had a higher passing rate on the Board of Certification examination than the national average.¹²

3-year aggregate data on OSU students and the BOC examination	
Number of students graduating from program who took the BOC examination.	38
Number of students who passed the BOC examination on the first attempt.	35
Percentage of students who passed the BOC examination on the first attempt.	92%
Number of students who passed the BOC examination regardless of the number of attempts.	38
Percentage of students who passed the BOC examination regardless of the number of attempts.	100%

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Both the Program Director (Dr. Hannigan) and Clinical Education Coordinator (Dr. Johnson) for the Athletic Training program are Clinical Assistant Professors (non-tenure line). Dr. Hannigan's research FTE is 0.05 and Dr. Johnson's research FTE is 0.10. Dr. Norcross is an assistant professor (tenure eligible) with a research FTE of 0.65. Dr. Hoffman is an associate professor (tenured) and Associate Dean of Undergraduate Studies for the College of Public Health and Human Sciences with a research FTE of 0.20. Faculty research productivity is evaluated annually against their research FTE by the co-directors and personnel committee of the School of Biological and Population Health Sciences. Indicators of success include scholarly publications, grant funding, and professional research presentations.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

No other OUS institution currently has an accredited, *professional (entry-level)* athletic training program at either the undergraduate or graduate level. As described previously, there are currently two CAATE-accredited professional athletic training education programs that are delivered at the undergraduate level (Linfield College and George Fox College) and one professional graduate program (Pacific University) seeking CAATE accreditation at private institutions in Oregon. There is also a *post-professional (advanced clinical training)* athletic training program at the University of Oregon that requires students to have completed a *professional* program and hold the ATC credential prior to matriculation.

¹² The national first time pass rate over the past 3 academic years (2010-11, 2011-12, and 2012-13) was 75.2%. Exam Reports. Accessed May 8, 2014: <http://www.bocatc.org/resources/exam-reports>

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

No other OUS institution currently has an accredited, professional athletic training program at either the undergraduate or the graduate level.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

Not applicable. Please see Section 6b above.

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.**

We foresee that the creation of this new degree program would have two primary impacts.

1. Pending the approval of the professional master's degree program in Athletic Training, the BS program in Athletic Training will be discontinued. The matriculation of the first cohort of master's level students (Summer Session I of 2016) has been chosen so that we will be able to continue to deliver the BS program to undergraduate students admitted during or before Summer 2014 through to degree completion. As described in section 1f, we will have three BS cohorts during AY 2014-2015; two BS cohorts during AY 2015-2016; one BS and one MATRN cohort during AY 2016-2017; and finally, two, full MATRN cohorts in AYs 2017-2018 and beyond. We do not anticipate major impacts on faculty workload during this period of transition because the athletic training faculty teach additional courses in the Exercise and Sport Science major.
2. There is also the potential that enrollment in the Exercise and Sport Science (EXSS) major may be minimally impacted. EXSS has over 1,000 undergraduate students, and approximately 90 students per year have historically been EXSS majors with a declared interest in applying to the BS in Athletic Training degree program. Of these, no more than 25 per year are admitted into the BS program in Athletic Training. The discontinuation of the BS in Athletic Training may result in these undergraduate students seeking to major in another undergraduate discipline which could reduce EXSS enrollment. However, given that majoring in EXSS will allow students to complete most of the pre-requisites for admission to the newly created professional master's degree in Athletic Training, we anticipate that many of these students will continue to major in EXSS and any enrollment decreases caused by the discontinuation of the BS program in Athletic Training will be negligible and potentially offset by continued growth in the EXSS major.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long-term.**

As noted in Section 1b, the professional education program in Athletic Training has a long history as a program of distinction within the College of Public Health and Human Sciences. It has enjoyed and will continue to receive a strong and sustaining commitment from the School of Biological and Population Health Sciences and the CPHHS.

TAB L

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No additional equipment, facilities nor technology are necessary to supplement the currently existing resources. The existing Athletic Training Teaching Laboratory, located in Langton Hall 129, is equipped with sufficient examination tables, therapeutic modalities, rehabilitative exercise equipment and an A-V projection system for effective teaching and learning. The Neurmomechanics Research Laboratory, described in Section 1I, is also fully operational and able to support the program without the need for new resources.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The athletic training faculty to student ratio in the cohort athletic training graduate classes will be 1:15.

d. Resources to be devoted to student recruitment.

No new resources are required for graduate student recruitment. In addition to the recruitment activities described in Section 1.e., we will maintain a program webpage as is the current practice in the College for graduate programs. We are confident that these activities coupled with the program faculty's vast professional network and the national reputation of the program will successfully draw program applicants.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

As per the Category I proposal instructions, an external review will be completed pending approval of the proposal by the OSU Graduate Council. The following individuals have been identified as potential external reviewers:

A. Louise Fincher, EdD, ATC- Professor and Chair, Department of Kinesiology, The University of Texas at Arlington (Arlington, TX)

Phillip Gribble, PhD, ATC, FNATA- Associate Professor, Division of Athletic Training, College of Health Sciences, University of Kentucky (Lexington, KY)

Valerie Herzog, EdD, LAT, ATC- Associate Professor and Graduate Athletic Training Program Director, Weber State University (Ogden, UT)

Robert Kersey, PhD, ATC, CSCS- Professor and Director, Athletic Training Education Program, California State University, Fullerton (Fullerton, CA)

Meredith Petschauer, PhD, ATC, LAT- Senior Lecturer, Athletic Training Education Program Director, The University of North Carolina at Chapel Hill (Chapel Hill, NC)

Scott Ross, PhD, ATC- Associate Professor and Director, Athletic Training Education Program, University of North Carolina, Greensboro (Greensboro, NC)

Jennifer Volberding, PhD, ATC- Assistant Professor, Athletic Training Program Director, College of Education, Oklahoma State University (Stillwater, OK)

APPENDICES

A – Budget

B – Transmittal Sheet

C – Executive Summary

D – Accessibility Form

E – Library Evaluation

F – Space / Facility Evaluation

G – Graduate Program Student Learning Outcomes

H – External Review Report and Response

I – Letters of Support

J – Liaison Comments

K – CAATE Accredited Program Locations

TAB L

Appendix A: Budget

Budget Outline Form Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Master of Athletic Training

Academic Year: 2016-2017

Indicate the year: X First Second
 Third Fourth

Personnel		Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Faculty (Include FTE)	(0.75)	\$52,500				(0.11) \$7,770	\$50,270
Graduate Assistants (Include FTE)							
Support Staff (Include FTE)							
Fellowships/Scholarships							
OPE		\$16,275				\$2,410	\$18,685
Nonrecurring:							
Personnel Subtotal		\$68,775				\$10,180	\$78,955
Other Resources							
Library/Printed							
Library/Electronic							
Supplies and Services							
Equipment							
Other Expenses							
Other Resources Subtotal		\$0					\$0
Physical Facilities							
Construction							
Major Renovation							
Other Expenses							
Physical Facilities Subtotal		\$0					\$0
GRAND TOTAL		\$68,775				\$10,180	\$78,955

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Master of Athletic Training

Academic Year: 2017-2018

Indicate the year: First X Second
Third Fourth

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)					(0.11) \$7,925	\$7,925
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE					\$2,457	\$2,457
Nonrecurring:						
Personnel Subtotal					\$10,382	\$10,382
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal					\$0	\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal					\$0	\$0
GRAND TOTAL					\$10,382	\$10,382

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: First Second
 Program: Master of Athletic Training X Third Fourth
 Academic Year: 2018-2019 *Prepare one page each of the first four years*

Personnel		Column A	Column B	Column C	Column D	Column E	Column F
		From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Faculty (Include FTE)						(0.11) \$8,084	\$8,084
Graduate Assistants (Include FTE)							
Support Staff (Include FTE)							
Fellowships/Scholarships							
OPE						\$2,506	\$2,506
Nonrecurring:							
Personnel Subtotal						\$10,590	\$10,590
Other Resources							
Library/Printed							
Library/Electronic							
Supplies and Services							
Equipment							
Other Expenses							
Other Resources Subtotal						\$0	\$0
Physical Facilities							
Construction							
Major Renovation							
Other Expenses							
Physical Facilities Subtotal						\$0	\$0
GRAND TOTAL						\$10,590	\$10,590

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: First Second
 Program: Master of Athletic Training Third X Fourth
 Academic Year: 2019-2020 *prepare one page each of the first four years*

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)				(0.11)	\$8,246	\$8,246
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE					\$2,556	\$2,556
Nonrecurring:						
Personnel Subtotal					\$10,802	\$10,802
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal					\$0	\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal					\$0	\$0
GRAND TOTAL					\$10,802	\$10,802

TAB L

Budget Narrative:

In consultation with the Health Sciences Business Center, the budget was prepared using the following assumptions:

- The academic year teaching FTE requirements of the current Bachelor of Science in Athletic Training program will not change. Therefore, there will be no significant academic year cost changes.
- The inclusion of an additional, required summer course titled *Introduction to Athletic Training* (EXSS 511) will pose an addition cost. Using an average salary of \$70,000 for faculty teaching the summer class, the cost of this new four credit course is estimated to be \$10,180 in year one (0.111 FTE X \$70,000 = \$7,770 plus \$2,410 OPE) The spreadsheets assume a 2% annual increase in subsequent years.
 - Income projections assume a Resident Graduate rate of \$441 per credit.
 - Enrollment in the existing program has been consistent and 15 students per summer are expected to enroll.
 - 80% of summer session tuition is returned to the school/college providing the course work.

\$441 tuition per credit X four credits for the course X fifteen students enrolled X 80% returned to the school/college:

$$\$441 \times 4 \times 15 \times 80\% = 21,168$$
 - Income is also projected to increase at 2% per year.
- Four new courses will be developed and eight courses will be revised to upgrade content to the graduate level for the proposed Master's in Athletic Training program.
 - All other courses in the curriculum currently exist at the graduate level. Faculty effort for course development for the Master's in Athletic Training program will require a total of 0.75 academic year faculty FTE.
 - This was calculated by allocating 0.083 academic year FTE per three-credit course for new course development. For existing courses that will be upgraded, 0.033 academic year FTE was allocated for each three-credit course. Additional academic year faculty effort, over and above the preceding framework, was systematically allocated to account for the 4 and 5 credit courses in the curriculum.
 - The total one-time salary cost for faculty to develop new courses and upgrade existing courses is estimated to be \$68,775 during AY 2015-2016 (0.75 FTE X \$70,000 = \$52,500 + \$16,275 OPE).

Appendix B: Transmittal Sheet



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals>
Please attach Transmittal Sheet; Executive Summary, Proposal, Letters of Support (external to OSU); Accessibility Form*,
Library Evaluation* (performed by the Library), Faculty CV's*, Liaison Correspondence (internal to OSU), and Budget
Information (both OSU and OUS budget sheets)

* Not required for Abbreviated Category I proposals unless requested

Full Category I

[Full Category I Final Approval: Oregon State Board of Higher Education for new degree programs; Oregon University System Provosts' Council for new certificate programs and major changes to existing programs.]

Check one:

- ☒ New Degree Program
- ☐ New Certificate Program
- ☐ Substantive Change to Existing Program

Abbreviated Category I

[Abbreviated Category I Final Approval: OSU Provost or the Oregon University System Provosts' Council]

Check one:

- ☐ Establish: a new college, school, department or program
- ☐ Extend: an existing program to a new location
- ☐ Merge or Split: an academic program or academic unit
- ☐ Reorganize: move responsibility for an academic program from one unit to another
- ☐ Suspend or Reactivate: an academic program or academic unit
- ☐ Terminate: an academic program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal:

Effective Date:

Master of Athletic Training (MATrn)

Summer 2016

School/Department/Program:

College:

School of Biological and Population Health Sciences

College of Public Health and Human Sciences

I certify that the above proposal has been reviewed by the appropriate Department, School, and College administrators and committees. I approve this proposal.

Anna Harding 12/5/14
Sign (Department/School Chair/Head; Director) Date

[Signature] 12/5/14
Sign (Dean of College) Date

Anna Harding
Print (Department/School Chair/Head; Director)

Tammy Bray
Print (Dean of College)

Appendix C: Executive Summary

**New Graduate Degree Program Proposal:
Master of Athletic Training (MATRN)**

College of Public Health and Human Sciences
School of Biological and Population Health Sciences
Proposed Effective Term: Summer I 2016
CPS Tracking #: 92612

Executive Summary

Since the 1973-1974 academic year, Oregon State University has sponsored one of the most recognized and well-respected professional athletic training education programs in the United States. Since 1974, OSU's Athletic Training education program has been continuously accredited by the appropriate accrediting body, which is currently the Commission on Accreditation of Athletic Training Education (CAATE). The mission of the Oregon State University Athletic Training program is to prepare students for the challenges of the ever-expanding allied health profession of athletic training. Through the combination of extensive didactic, laboratory and clinical education experiences, program graduates with degrees in athletic training will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the certification examination offered by the Board of Certification, and embark on careers as certified athletic trainers. Program graduates gain employment in a wide variety of venues, providing direct sports medicine patient care for professional, college and high school athletic teams, and in hospitals and outpatient physical therapy clinics, among others.

The purpose of this proposal is to create a new professional master's degree program that will replace the existing undergraduate degree program in athletic training. This programmatic change is necessary due to: 1) a likely shift toward the professional master's degree being the mandated "point of entry" into the athletic training profession in the not too distant future; and 2) several key challenges related to our capacity to continue to deliver professional athletic training education at the undergraduate level given an ever-increasing number of program competencies required to be taught and assessed to meet accreditation and professional practice standards.

The Athletic Training program has a long history as a program of distinction within the College of Public Health and Human Sciences (CPHHS). The new MATRN program will leverage existing resources (e.g., faculty, data, library, etc.) such that no additional equipment, facilities nor technology are necessary to supplement current commitments to the program from the School of Biological and Population Health Sciences and the CPHHS. This program proposal represents the desire to continue to offer a long-standing educational program that aligns with the signature area of the university of *Improving human health and wellness*, but in a manner that will allow us to effectively deliver the additional content required of entry-level athletic training clinicians by our accrediting agency.

Appendix D: Accessibility Form



Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Master of Athletic Training (MATrn)

Summer 2016

Department/Program:

College:

School of Biological and Population Health Sciences

College of Public Health and Human Sciences

- ☐ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Anna Harding 12/5/14 Anna Harding
 Sign (Dept Chair/Head; Director) Date Print (Department Chair/Head; Director)

TAB L

Appendix E: Library Evaluation

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Master in Athletic Training
Title of Proposal

School of Biological and Population Health Sciences
Department

Public Health and Human Sciences
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☐ marginally adequate to support the proposal
☒ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)


Year 1: N/A Ongoing (annual): N/A

Comments and Recommendations:

Date Received: 05/29/14

Date Completed: 06/09/14

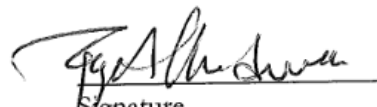
Laurel Kristick
Collection Assessment Librarian


Signature

Steven Sowell
Head of Collections & Resource Sharing

 6/11/14
Signature Date

Faye Chadwell
University Librarian

 6/11/14
Signature Date

Appendix F: Space / Facility Evaluation

Norcross, Marc

From: Schauble, Lynne
Sent: Monday, February 23, 2015 4:08 PM
To: Norcross, Marc
Cc: Beach, Gary
Subject: RE: Master of Athletic Training New Degree Proposal

Follow Up Flag: Follow up
Flag Status: Completed

Hi Gary,

I have reviewed the proposal you submitted and based on the information provided, it appears that no additional space will be required as a result of the new Master of Athletic Training degree program.

Lynne Schauble

Space Allocation Manager | Real Estate & Space
 Management | Capital Planning & Development | Oregon
 State University | 121 Oak Creek Building | Corvallis, OR
 97331
 Phone: 541.737.3014 | Email: lynne.schauble@oregonstate.edu

From: Norcross, Marc
Sent: Monday, February 09, 2015 12:56 PM
To: Schauble, Lynne
Subject: Master of Athletic Training New Degree Proposal

Lynn,

During our Academic Programs Committee Meeting, it was suggested by Gary Beach that we needed to obtain a review form the University's Space Committee. As instructed, I have included a link to our proposal below in hopes that you can coordinate the needed review.

<https://secure.oregonstate.edu/ap/cps/proposals/view/92612>

Thanks so much for your time and please let me know if you have any questions or concerns.

Marc

Marc F. Norcross, PhD, ATC

Assistant Professor
 School of Biological & Population Health Sciences, Exercise & Sport Science Program
 College of Public Health and Human Sciences
 Oregon State University
 541-737-6788 | health.oregonstate.edu
 106 Women's Building, Corvallis, OR 97331

Lifelong health and well-being for every person, every family, every community

TAB L

Appendix G: Graduate Program Student Learning Outcomes

From: [Azarenko, Anita Nina](#)
To: [Norcross, Marc](#); [Beach, Gary](#); [McIlvenny, Luke](#); [Coakley, James - COB](#)
Cc: [Hannigan-Downs, Kim](#)
Subject: RE: Inquiry about Master of Athletic Training Degree Proposal- CPS# 92612
Date: Friday, April 10, 2015 5:07:40 PM

My apologies Marc,

I missed them in my review. Looks great. Thank you. Anita

From: Norcross, Marc
Sent: Friday, April 10, 2015 8:59 AM
To: Azarenko, Anita Nina; Beach, Gary; McIlvenny, Luke; Coakley, James - COB
Cc: Hannigan-Downs, Kim; Dawn, Stefani
Subject: RE: Inquiry about Master of Athletic Training Degree Proposal- CPS# 92612

Anita,

Thanks for your reply. For clarification, are the learning outcomes sent to you for review on February 18th (attached) and provided in the proposal system as Appendices A and B insufficient, or were these mistakenly missed in your review of the proposal yesterday or today? If they are insufficient, do you have any input as to revisions that could be made to meet the standards of the Graduate School?

Regards, Marc

Marc F. Norcross, PhD, ATC

Assistant Professor
School of Biological & Population Health Sciences, Exercise & Sport Science Program College of Public Health
and Human Sciences
Oregon State University
541-737-6788 | health.oregonstate.edu 214A Langton Hall,
Corvallis, OR 97331

Lifelong health and well-being for every person, every family, every community

From: Azarenko, Anita Nina
Sent: Friday, April 10, 2015 7:35 AM
To: Beach, Gary; McIlvenny, Luke; Coakley, James - COB
Cc: Norcross, Marc; Hannigan-Downs, Kim; Dawn, Stefani
Subject: RE: Inquiry about Master of Athletic Training Degree Proposal- CPS# 92612

Good morning All,

The proposal does not address the Graduate Learning Outcomes of the university. The proposal will need to submit an learning outcomes assessment plan. Attached are templates that can be used. Feel free to contact me if you

have questions.

Anita

From: Beach, Gary
Sent: Thursday, April 09, 2015 11:24 AM
To: McIlvenny, Luke; Azarenko, Anita Nina
Cc: Norcross, Marc; Hannigan-Downs, Kim; Dawn, Stefani
Subject: FW: Inquiry about Master of Athletic Training Degree Proposal- CPS# 92612

Luke and Anita,

I know that you are both terribly busy, but I have received a query from Marc Norcross regarding the status of the Master of Athletic Training degree program (CPS # 92612). He would like to know the current status of the proposal.

Will you please let me know, respectively, when you anticipate concluding your review of the budget and the program learning outcomes.

<https://secure.oregonstate.edu/ap/cps/proposals/view/92612>

Thanks,

--Gary

Gary L. Beach
Senior Curriculum Coordinator
 Office of Academic Programs, Assessment, and
 Accreditation
 500 Kerr Administration Building Oregon State
 University Corvallis, OR 97331

Gary.Beach@oregonstate.edu 541-737-2815
 (office)
 541-760-1103 (cell)

From: Norcross, Marc
Sent: Thursday, April 09, 2015 8:36 AM
To: Beach, Gary
Subject: Inquiry about Master of Athletic Training Degree Proposal- CPS# 92612

Gary,

Hope that you had a nice Spring Break. I am writing to follow-up on our Master in Athletic Training degree proposal. It does not seem to have made any progress since being forwarded to the Budgets and Fiscal Planning Committee, nor have we heard from Anita at the Graduate school about the learning outcomes assessment. Would it be possible for you to provide us with an update on the status of the proposal when you get a

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moment?

Thanks!

Marc <https://secure.oregonstate.edu/ap/cps/proposals/view/92612>

Marc F. Norcross, PhD, ATC

Assistant Professor

School of Biological & Population Health Sciences, Exercise & Sport Science Program College of Public Health
and Human Sciences

Oregon State University

541-737-6788 | health.oregonstate.edu 214A Langton Hall,
Corvallis, OR 97331

Lifelong health and well-being for every person, every family, every community

Graduate Master's Program Assessment Plan						
Process						
How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?						
The Athletic Training Program Director will prepare an annual report on the program and distribute it to the Athletic Training faculty. The Athletic Training faculty will meet on an annual basis to review data on the program competencies and incorporate curricular revisions as deemed appropriate.						
What data are archived? Where, how and for what duration?						
The Athletic Training Program Director will archive the data on their computer. There is no plan to discard (sunset) these files.						
Program Outcomes, Measures and Benchmarks or Milestones						
	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Develop, implement, and monitor injury and illness prevention strategies	Integrate clinical reasoning in the selection of assessment procedures to formulate diagnoses	Create and implement therapeutic interventions
List the university and program level student learning outcomes (GLO).						
What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)	Annually	Annually	Annually	Annually	Annually	Annually
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	Competency reports form (D)	Event forms at final oral exam (D)	Competency reports form (D)	Competency reports form (D)	Competency reports form (D)	Competency reports form (D)
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z	Majority of committee members indicating competency has been met	Majority of committee members indicating competency has been met	Majority of committee members indicating competency has been met	Course instructor will assess students as meeting, or exceeding, or performing below expectations	Course instructor will assess students as meeting, or exceeding, or performing below expectations	Course instructor will assess students as meeting, or exceeding, or performing below expectations
^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.						
^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.						

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Graduate Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO)						
	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Develop, implement, and monitor injury and illness prevention strategies	Integrate clinical reasoning in the selection of assessment procedures to formulate diagnoses	Create and implement therapeutic interventions
List the university and program level graduate learning outcomes (GLO).						
Is this GLO new or revised since the last year you reported on it? (write no, new, or revised)						
What do the data show about student learning or success relative to the outcomes you are reporting on this year?						
Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines.						
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).						
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?						
Plans						
Describe the program's assessment plans for the upcoming year.						
Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.						

Program Learning Outcomes

Competencies referenced in the table below.
Upon satisfactory completion of the degree students will be able to:
a) Develop, implement, and monitor injury and illness prevention strategies;
b) Integrate clinical reasoning in the selection of assessment procedures to formulate diagnoses;
c) Create and implement therapeutic interventions;
d) Conduct research or produce some other form of creative work;
e) Demonstrate mastery of subject material;
f) Conduct scholarly or professional activities in an ethical manner.

Assessment methods referenced in the table below.
1. Examinations/quizzes
2. Skill testing
3. Projects
4. Internship report
5. Final oral exam

Courses and other learning experiences by which the competencies are met (and assessed).

P=Primary, R=Reinforcing

Competencies	EXSS 520: Orthopedic Assessment of Upper Extremity Injuries	EXSS 521: Orthopedic Assessment of Lower Extremity Injuries	EXSS 522: Orthopedic Assessment of the Neck / Spine	EXSS 565: Emergency Management of Sports Trauma	EXSS 568: Athletic Training Program Management	EXSS 569: Evidence-based Medicine	EXSS 584: Therapeutic Modalities	EXSS 585: Upper Extremity Therapeutic Exercise	EXSS 586: Lower Extremity Therapeutic Exercise	EXSS 510: Internship	Final Oral Exam
a				P (1)	P (1,3)						
b	P (1,2)	P (1,2)	P (1,2)			P (1)					
c							P (1,2)	P (1,3)	P (1,3)		
d										P (3)	
e											P (9)
f										P (4)	

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Appendix H: External Review Report and Response

External Review Panel Report

Master of Athletic Training Program Proposal

Oregon State University

Site Visit: July 30-31, 2015

Report date: August 18th, 2015

Review Panel Members: Cathleen Brown Crowell, PhD, ATC

Melanie McGrath, PhD, ATC

Jennifer Volberding, PhD, ATC

General Narrative:

A professional degree in athletic training has been offered at Oregon State University for more than 40 years, becoming a regional leader in the field. The College of Public Health and Human Sciences has now approved a new degree program, a Master of Athletic Training, that will continue and enhance the tradition of athletic training education at OSU. The External Review panel reviewed relevant documents, met with key stakeholders, and toured facilities with the faculty and leadership of the proposed program. Our overall impression was that the proposed program meets a significant need within the university, as well as the state. The program fits the mission and vision of the University, College, and School of Biological and Population Health Sciences. The proposed program has outstanding support from the administration, faculty, and clinical staff involved in the provision of classes and field experiences. The proposed program should be able to recruit qualified students, both locally and regionally, and the proposed enrollment goal is attainable. Therefore, the External Review panel unanimously supports the proposed program and recommend it moves to the next stage of the approval process.

Below the External Review panel has provided item-by-item responses to the areas suggested for review by the University. Any areas of consideration or specific recommendations will be **bolded** in the text, and summarized at the conclusion.

1. Program

a. *The program objectives and requirements; the mechanisms for program administration and assessment.*

The program's objectives and requirements are appropriate and will very likely meet national accreditation standards in a transition from undergraduate to graduate status. The mechanisms for program administration and assessment are in place at the program and college level, and are appropriate and comprehensive.

b. *The program's alignment with the institution's mission and strategic objectives.*

The program is strongly aligned with the institution's mission of teaching, research, and outreach, engaging with and serving the people of Oregon. Specifically within the College of Public Health and Human Sciences, the program will advance the mission of developing health and human sciences professionals that serve the public.

c. *The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.*

The program faculty are extremely well-qualified to teach and direct this program, with diverse background, training, and expertise. The program will rely on other expert faculty to teach some interdisciplinary courses, and they are very supportive of the endeavor. The courses should be able to be offered regularly. Students will have access to clinical education sites and clinical supervisors (preceptors) on campus and in the surrounding community, as well as institutional resources. **With**

October 14-16, 2015 Board of Trustees Meetings

current faculty assignments and loads, the program is deliverable and sustainable. However, if continued cross-program interaction and instruction in the undergraduate Kinesiology major is desired, it is likely additional faculty/instructor positions or additional instructional support will be necessary based on changing faculty assignments.

- d. *The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.*

This program can draw applicants from the OSU Kinesiology major and other related majors in other institutions in the state and nation. Strong collaborative partnerships have been established with OSU athletics as well as local high schools, clinics, and other sports medicine providers. Students complete experiential learning and clinical education in a variety of settings, and faculty have started developing interdisciplinary educational opportunities and research projects for students to utilize.

- e. *The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication).*

At the time of this report, the program will be the only public institution offering a graduate degree (entry level masters or "professional masters") in athletic training. This degree level change was recently mandated by the national accrediting agency. There is a demand for athletic trainers in the state and region, and projections indicate a growing demand will ensure employment opportunities. Access will be feasible for students and the program appears cost-effective, with limited budget impact for the degree change.

- f. *The probable impact of the program on the department or academic unit, as well as its effect on current programs.*

The expected impact of the program will be to strengthen graduate professional education in the School and College. There will be minimal impact on current programs, other than to close the undergraduate program in athletic training as it transitions to graduate level. Interdisciplinary education will occur with athletic training students and other graduate students in the School and College, and current faculty and program coordinators are aware of this and can accommodate the need.

- g. *The program's major strengths and weaknesses.*

The major strengths of the program are: 1) highly qualified faculty and administrators who are committed to the program's success, along with a history of success in the nationally accredited program; 2) a rigorous didactic and laboratory skills foundation, coupled with excellent institutional and local clinical education partners, sites, and preceptors; 3) ability to meet required and anticipated national accreditation guidelines, with a 15-student cohort that is competitive and appropriate in size.

The potential weaknesses of the program are: 1) while the program can be successfully delivered as currently planned, potential growth and cross-unit collaboration could be stymied without additional instructional support; 2) faculty and administrators have successfully leveraged public-private and entrepreneurial funding opportunities, but sustained or planned funding for capital expenses, teaching equipment, scholarships, and faculty support for items such as state registration could strengthen the program; 3) Faculty may need to reconsider course credit structure provided for clinical practicums to more closely align with CAATE guidelines.

2. Faculty

- a. *The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.*

The external review panel feels that overall, the quality of the faculty far exceeds the requirements to

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deliver the athletic training curriculum and to maintain graduate faculty status. The core athletic training faculty have a substantial amount of experience in both the field of athletic training and delivering an accredited athletic training program. With the addition of the 0.49 FTE, the program can sustain the increased need for graduate committees with the masters degree program. Additionally, the faculty in nutrition and psychology have a strong understanding of the athletic training program, accreditation requirements, and a desire to deliver interdisciplinary coursework. **While all the faculty continue to conduct scholarship and seek funding opportunities, the administrative requirements for Dr. Hannigan and Dr. Johnson and the movement of Dr. Hoffman to an administrative role, the panel does encourage the program to investigate the addition of a second tenure-track faculty line to assist with departmental scholarly contributions as the program develops.**

- b. *The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.*

The current number of faculty can deliver and sustain the proposed Master of Athletic Training Program. However, throughout conversations with the athletic training faculty, the Co-Directors, and the Dean, interdisciplinary teaching was highlighted as a strength and focus for both the program and the College of Public Health and Human Sciences. In light of this focus and Dr. Hoffman's movement to his administrative position, the panel encourages the previously discussed additional faculty line, which would allow for the athletic training faculty to continue to support other areas such as the pre physical therapy and pre allied health concentrations in the delivery of courses in evaluation and therapeutic modalities, as well as increase the overall scholarship within the athletic training department.

- c. *Areas of faculty strength and weakness.*

The external review panel feels that the current faculty demonstrate multiple strengths. The athletic training faculty are well known and respected within the field of athletic training and have demonstrated a knowledge and passion for the delivery of a quality masters level athletic training program. Each faculty member has demonstrated a specific scholarship focus and continue to conduct and publish research pertinent to the field. The athletic training, nutrition, and psychology faculty have created an educational climate of interdisciplinary teaching and research. Finally, the administration has demonstrated support in both the delivery of the athletic training program and interdisciplinary teaching. The weakness identified by the external review panel is based upon the strength of interdisciplinary teaching. To continue to deliver courses outside of the masters in athletic training curriculum, additional instructional support will be required.

- d. *Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.*

As previously stated, the current athletic training faculty have the ability to deliver the masters of athletic training program and mentor graduate students however, to maintain courses outside the athletic training curriculum, additional faculty support is strongly encouraged.

- e. *The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.*

Within the athletic training curriculum, four courses will be delivered by faculty outside of athletic training, with one a requirement for all graduate students. In meeting with Drs. Manore and Ebbeck, the delivery of the three courses (two in psychology and one in nutrition) will not place an additional strain nor will require an additional course offering. Both affiliated faculty members were excited to incorporate masters of athletic training students and were extremely knowledgeable about the accreditation standards and competencies.

3. Need

- a. *The evidence that there is significant demand for this program.*

At the time of this report, no other public universities in the state of Oregon offer a Master's level professional degree in Athletic Training. Past enrollment in the bachelor's degree in athletic training is strong and demonstrates the demand by students for a degree in athletic training. The School also has a strong and growing group of "pre-professional" students in Kinesiology, that are preparing for graduate studies in other allied health professions. The External Review panel believes that the demand for the proposed program will be high and that the proposed enrollment of 15 is attainable within the timeframe suggested.

- b. *The evidence of sufficient and relevant employment opportunities for graduates of this program.*

The demand for qualified healthcare providers is growing in the United States, and athletic training anticipates substantial growth in employment opportunities within the next 5-10 years. The External Review panel believes that graduates of the proposed program will have ample opportunities for full-time employment within the region, as well as nationally, after graduation and attainment of appropriate credentials. Additionally, the panel notes that there is a lack of graduate-level professional programs in athletic training in the Pacific Northwest. This will further enhance the opportunities available for graduates of the proposed program, as competition will be lower for job openings.

- c. *The overall need for the program within the institution, the Oregon University System, state and/or region, and nation.*

As noted above, no other public university in the state of Oregon offers a Master's level professional degree in Athletic Training. One private university is in the process of developing a professional master's degree program (Pacific University), and the University of Oregon offers a *post-professional* master's degree. Additionally, the External Review panel notes that no institutions in the state of Washington offer a master's degree in athletic training. Thus, the need for this type of program is high within the state and region. Additionally, all professional athletic training programs will be required to be at the master's level within the next seven years. The opportunity to offer this degree well in advance of this mandate will position the program to be highly successful at the time of this requirement.

4. Resources

- a. *The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).*

Overall, the Oregon State University facilities more than meet the requirements of the institution and for CAATE accreditation standards for the delivery of an athletic training program. The research facilities and equipment allow for continued scholarship within the field and will provide adequate resources for graduate students. The excellent relationship with the department of athletics is evident and the use of those facilities as clinical education sites allows for quality clinical experiences. While the classroom and equipment meet basic needs, discussions with the faculty have led the external review panel to suggest small facility and equipment upgrades. These upgrades include but are not limited to treatment tables and therapeutic modalities. **To assist in facilitating these upgrades the external review panel suggests that the faculty create a five year upgrade plan and a coinciding budget. This will allow for transparency in costs and will allow for adequate budgeting in the years to come.**

- b. *The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).*

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The proposed budget is sufficient to deliver the athletic training program. As previously discussed small updates and upgrades to the athletic training classroom and equipment. As this is a professional degree, support for graduate assistantships is not required. However, in light of this the external review committee encourages the faculty and administration to seek out fundraising opportunities to create student scholarships.

- c. *In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).*

Oregon State University and the College of Public Health and Human Sciences have demonstrated significant resource allocation to the delivery of the athletic training curriculum in the form of facilities, faculty lines, and administrative support. The addition of the dedicated 0.49 FTE this year demonstrates continued support of the program for both curriculum delivery and graduate student mentorship. Faculty have been provided funds for professional development and research activities however, currently only the program director and clinical coordinator have their state registration supported. The external review panel feels that all faculty members should receive this same benefit as all faculty members must be in good standing at both the state and *national level for program accreditation*.

- d. *Institution leaders' commitment to this program in the long term.*

In discussions with the Dean of the College of Public Health and Human Sciences and the Co-Directors of the School of Biological and Population Health Sciences, the external review panel perceives a strong commitment to the program in the long term. Administrators were forward thinking and were open to all suggestions for improvement. Additionally, the Co-Directors were extremely receptive to the suggestion of the update/upgrade budget plan and would consider support.

- e. *The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.*

As previously stated, the need for athletic trainers continues and thus so does the need for accredited professional degree programs. With ample employment opportunities and limited professional degree programs in the Pacific Northwest, student enrollments will continue. With the student need and continued administrative support, the external review panel feels that the athletic training program will continue into the foreseeable future.

SUMMARY:

The External Review panel unanimously supports the proposed Master's of Athletic Training program at Oregon State University. The External Review panel makes the following recommendations to support the future of this program:

- 1) Additional instructional assistance: The panel feels that, while the proposed program can be taught effectively with existing faculty and instructional support, this may come at the expense of inter-disciplinary teaching by the athletic training faculty. The panel believes that the addition of a tenure-track faculty line will support the inter-disciplinary mission of the College, as well as provide additional support for scholarly activity within the program.
- 2) Budgeting for future program-related expenses: The panel feels that the University and College provide sufficient budgeting for required expenses relative to the proposed program. However, to assist in facilitating future expenses and upgrades the external review panel suggests that the faculty create a five-year upgrade plan and a coinciding budget. This will allow for transparency in costs and will allow for adequate budgeting in the years to come. This plan should include capital costs, teaching space upgrades, financial aid/scholarships for students, and payment of professional dues and state registration for all program faculty.

- 3) Clarification of clinical education plan: The panel believes that clarifying the clinical education component of the proposed program will assist program administrators as they navigate the accreditation process. The panel recommends specifically delineating the clinical experience progression for students, either in stand-alone practicum courses or as a specific and clearly noted portion of existing course syllabi.

Response: External Review



College of Public Health
and Human Sciences

College of Public Health and Human Sciences
School of Biological and Population Health Sciences
Oregon State University, 101 Milam Hall, Corvallis Oregon 97331
T 541-737-2643 | F 541-737-6914

External Review Panel Report Response

September 9, 2015

We appreciate the constructive feedback and unanimous support for the proposed Master of Athletic Training (MATRN) degree program provided by the external review panel that conducted a site visit on July 30-31, 2015. Below please find a point by point response to the summary recommendations of this panel.

- 1) *Additional instructional assistance: The panel feels that, while the proposed program can be taught effectively with existing faculty and instructional support, this may come at the expense of inter-disciplinary teaching by the athletic training faculty. The panel believes that the addition of a tenure-track faculty line will support the inter-disciplinary mission of the College, as well as provide additional support for scholarly activity within the program.*

In addition to its inclusion in the report, this recommendation was made on-site to the Athletic Training faculty at the exit meeting. As a result, we immediately engaged the Co-Directors of the School of Biological and Population Health Sciences, Drs. Norm Hord and Sunil Khana, who were supportive of the idea of adding a tenure-track line to contribute to both the MATRN and Kinesiology programs. At this time, the Co-Directors have informed us that they are in the process of requesting the faculty line from the Dean of the College of Public Health and Human Sciences (CPHHS). We are hopeful that this request will be approved so that the Athletic Training faculty can meaningfully contribute teaching and mentorship to not just the MATRN program, but the larger Kinesiology program as well.

- 2) *Budgeting for future program-related expenses: The panel feels that the University and College provide sufficient budgeting for required expenses relative to the proposed program. However, to assist in facilitating future expenses and upgrades the external review panel suggests that the faculty create a five-year upgrade plan and a coinciding budget. This will allow for transparency in costs and will allow for adequate budgeting in the years to come. This plan should include capital costs, teaching space upgrades, financial aid/scholarships for students, and payment of professional dues and state registration for all program faculty.*

We appreciate the reviewers' concern for future program-related expenses given that the CPHHS does not allocate line item budgets to specific academic programs. With respect to the recommendation, the Co-Directors have approved the creation of the five-year upgrade plan and budget to assist administrators in planning for capital expenses and upgrades as suggested by the review panel. The initial five-year plan and budget for academic years 2016/17 – 2020/21 will be developed by the Athletic Training faculty and submitted to the Co-Directors by December 31, 2015. The five-year plan will then be



College of Public Health
and Human Sciences

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reviewed, revised, and submitted by December 31st annually so the administration has an up-to-date five-year forecast of programmatic needs. In the short term, the administration has also approved payment of state registration for all program faculty as suggested by the panel.

- 3) *Clarification of clinical education plan: The panel believes that clarifying the clinical education component of the proposed program will assist program administrators as they navigate the accreditation process. The panel recommends specifically delineating the clinical experience progression for students, either in stand-alone practicum courses or as a specific and clearly noted portion of existing course syllabi.*

The review panel's feedback regarding the need to clearly outline the clinical education plan is appreciated and should help during the program's professional education accreditation review. Rather than create stand-alone practicum courses, clinical education experiences will continue to be embedded in the following courses as planned during the development of the MATRN curriculum: EXSS 520, 521, 522, 585, 586, and 510. However, the syllabi for these new courses (to be submitted as Category II proposals during the 2015/16 academic year) will be coordinated so that the clinical education progression of students is clearly articulated.

We thank the Graduate School and the External Review Panel for their time and effort spent reviewing the MATRN program proposal and are appreciative of the recommendations that they provided which will serve to strengthen the program.

Regards,

Kim Hannigan, PhD, ATC
Clinical Associate Professor,
Program Director

Marc Norcross, PhD, ATC
Assistant Professor

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Appendix I: Letters of Support



January 26, 2015

Kim Hannigan, PhD,ATC
Athletic Training Program Director Oregon State
University
214 Langton Hall
Corvallis, OR 97331

Dear Dr. Hannigan:

I am writing this letter in support of your proposal to create a Master of Athletic Training degree program at Oregon State University. The athletic training education program at your institution has a 40 year track record of success and rich tradition and the advanced degree program would not only allow this tradition to endure but also stay ahead of the curve in our profession.

Athletic trainers serve a valuable role in preventing and treating injuries and illnesses sustained by physically active individuals. As such, there is a need for programs that educate athletic trainers who can provide this healthcare service to the public. As the profession of athletic training continues to evolve and remain relevant with other allied healthcare professions it has become apparent to many that an advanced degree program will allow us to have a more mature, educated, and experienced professional entering the workplace.

In my role as the director of our sports medicine internship program at The University of Washington I serve as a mentor to many students each year looking to progress toward a career in athletic training. Year after year our students are disappointed with the lack of advanced degree options in the Pacific Northwest region and have to relocate thousands of miles from their family to obtain that degree. As the only profession athletic training education program at a public institution in Oregon you would be filling a large educational void in our region.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael L. Dillon', with a long, sweeping horizontal line extending to the right.

Michael L. Dillon MS, ATC, AT/L
Associate Athletic Trainer University of
Washington Athletics mldillon@uw.edu



414 N. Meridian St., Newberg, OR 97132
503.538.8383

February 3, 2015

Kim Hannigan, PhD, ATC
Athletic Training Program director
Oregon State University
214 Langton Hall
Corvallis, OR 97331

Oregon State University is leading the way in transitioning education of athletic training to a Master's level. The proposal for a Master of Athletic Training degree program at Oregon State University replaces the undergraduate degree currently offered and continues a tradition of excellence in developing athletic training clinicians. This transition to a Master of Athletic Training degree is supported by the National Athletic Trainers Association Executive Committee for Education (NATA ECE) report that was accepted by the National Athletic Training Board of Directors. This report proposed several initiatives which state that graduate-level professional education will better align athletic trainers as peers to other healthcare professions. One item noted in *Examination of the Professional Degree Level* document presented to the NATA Board of Directors (BOD) which supports the movement from the bachelor to masters level is the need for athletic training professionals who are "better prepared to assimilate the increasingly complex concepts" thus stressing the need for athletic training professionals to be strong critical thinkers who are able to approach clinical issues using multiple rationales. This proposed Masters program will be the only professional Athletic Training program at a public university in the state of Oregon.

Sincerely,

A handwritten signature in cursive script that reads 'Dana Bates'.

Dana Bates, PhD, ATC
Athletic Training Program Director
Clinical Education Coordination
George Fox University
414 N. Meridian St
Newberg, OR 97132

Reference:

Professional Education in Athletic Training. National Athletic Training Association, Executive Committee for Education.
http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf. Accessed February 3, 2015.

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Physicians & Surgeons

Orthopedic Surgery Kenneth P. Butters, MD Heather A. Campion, MD Dennis K. Collis, MD Daniel C. Fitzpatrick, MD Rudolf G. Hoellrich, MD Stanley L. James, MD

Brian A. Jewett, MD Donald C. Jones, MD Brick A. Lantz, MD

Thomas J. Macha, MD

Craig G. Mohler, MD Steven N. Shah, MD Matthew S. Shapiro, MD Daniel V. Sheerin, MD Kenneth M. Singer, MD Nicholas L. Strasser, MD Timothy A. Straub, MD Jason D. Tavakolian, MD

Christopher N. Walton, MD

Thomas K. Wuest, MD

Non-Operative Sports Medicine

Michael C. Koester, MD Lisa M. Pomranky, MD Denise D. Routhier, MD

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• Fax (541) 342-6379

January 19, 2015

Kim Hannigan, PhD, ATC

Athletic Training Program Director Oregon State University

214 Langton Hall

Corvallis, OR 97331

Dear Dr. Hannigan:

I am writing to you in support of the plan to establish a professional Master of Athletic Training degree program at Oregon State University. I understand that the proposed graduate degree program will replace an existing undergraduate degree program so that OSU may continue a 40 year history of developing athletic training clinicians. Given the evolution of athletic training education across the country over the last decade, I believe this change will allow OSU to continue to develop highly qualified athletic training professionals who are prepared to enter clinical practice, or pursue post graduate education. It will also establish OSU as the only professional athletic training education program at a public university in the state of Oregon.

As the only Board-Certified Pediatric Sports Medicine specialist in the state, I work with a large number of athletic trainers in our high schools. Athletic trainers serve a valuable role in preventing and treating injuries and illnesses sustained by student athletes, as well as other physically active individuals. As such, there is a need for programs that educate athletic trainers who can provide this healthcare service to the public. I believe a professional Master of Athletic Training degree program at Oregon State University will fulfill that need by providing well-trained healthcare professionals ready to enter the workforce and contribute to improving the health of our state.

If you have any further questions, please feel free to contact me. Thank you. Sincerely,

Michael C. Koester, MD, ATC MCK/ff

A handwritten signature in black ink, appearing to read 'MCK/ff', written over the printed name.

TAB L



February 5, 2015

Kim Hannigan, PhD, ATC
Athletic Training Program Director
Oregon State University
214 Langton Hall
Corvallis, OR 97331

Dear Dr. Hannigan,

Please accept this letter of support for the current undergraduate professional athletic training program to transition to a graduate professional program. The proposed graduate degree program will replace an existing undergraduate degree program so that OSU may continue a 40 year history of developing athletic training clinicians. The program will be the only professional AT education program at a public university in the state of Oregon.

Athletic trainers serve a valuable role in preventing and treating injuries and illnesses sustained by physically active individuals. As such, there is a need for programs that educate athletic trainers who can provide this healthcare service to the public. As health care continues to evolve and comprehensive health care focuses more on preventative care and reducing health care costs for an aging population, the services an athletic trainer provides are instrumental. In order to best prepare athletic trainers to fulfill this vital role, it is critical to have a comprehensive curriculum that allows for adequate development of a health care professional. As the current program exists, it is difficult to meet all of the institutional requirements of an undergraduate degree while competing with the rigors of a professional program. Having recently gone through this transition here at the University of Montana, I find that a graduate curriculum offers more flexibility in design to accommodate the expanding curricular requirements of our profession and the CAATE.

It is apparent that the OSU athletic training faculty and staff have given thoughtful and extensive consideration to this transition. Their forward thinking and vision of transitioning the degree to the graduate level will no doubt allow students enrolled in the program to secure a place at the table in providing exceptional healthcare to the Oregon community and surrounding regions. Thank you for your consideration and please do not hesitate to contact me if you have further questions at 406.243.2703.

Respectfully,

A handwritten signature in dark ink, appearing to read "Val Moody".

Valerie Moody PhD, ATC, LAT, WEMT-B, CSCS
Program Director Athletic Training
Associate Professor, Department of HHP
University of Montana

Department of Health and Human Performance

McGill Hall – Room 101 | Missoula, Montana 59812-4536 | t: 406.243.4211 | f: 406.243.6252

The University of Montana Western

Kim Hannigan, PhD,ATC
Athletic Training Program Director Oregon State
University
214 Langton Hall
Corvallis, OR 97331 Dear Dr.

Hannigan,

This letter is in support of the Oregon State University's proposal to transition their existing undergraduate degree program to a professional master's degree in Athletic Training (AT). The program at OSU has a long standing tradition (nearly 40 years) of preparing highly skilled health care professionals in the discipline of Athletic Training. Currently the AT program at OSU is the only program housed in public higher education in the state of Oregon. As I am sure you are aware, AT's serve an invaluable role in caring for and presenting injuries and illnesses in a wide, diverse population. OSU graduates have worked in every practice setting in the profession, including: collegiate and university sports, secondary schools, professional athletics, clinical AT, corporate healthcare, the US Military, and the performing Arts.

The profession of AT has undergone dramatic growth and change over the past 50 years, (especially in the past 10 years). One of the current trends is the transition of professional programs from the undergraduate to the graduate level. AT is currently one of a handful of recognized healthcare professions that is offered currently at both the undergraduate and the graduate level. It is anticipated that within the next ten years, all undergraduate level programs will either transition or no longer be in the business of preparing athletic trainers. The knowledge, skills, and abilities that make up the scope of practice for the profession is ever changing and has dramatically increased. As the result of current youth sports safety issues, emergency cardiac death in sports, heat illness, and concussion legislation, the need has never been greater for AT professionals. I am confident that as OSU transitions to professional education at the master's level, they will continue to fill a critical role in providing high quality health care to serve the public.

Thank you in advance for your consideration of their proposal to transition to graduate level education. I look forward to watching OSU continue to be one of the leaders in AT preparation in the Northwest. Please feel free to contact me if you have any questions or need any additional information.

Sincerely,



Russell J. Richardson EdD, ATC/L
Chairman, NATA's Executive Committee for Education Associate
Professor/Athletic Trainer

School of Applied Health and Educational Psychology



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Kim Han nigan PhD, ATC
Athletic Training Program Director Oregon State University
214 Langton Hall
Corvallis, OR 97331

To Whom it May Concern:

I am writing this letter in support of the Oregon State Athletic Training Program moving from the current undergraduate program to a post-baccalaureate degree. Oregon State has a long history of educating quality clinicians and the post-baccalaureate degree would allow them to continue on as the only professional Athletic Training program in the state at a public institution.

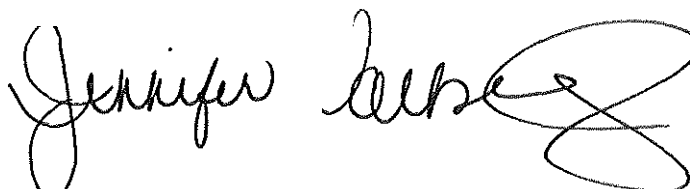
The Athletic Training Program meets the Land Grant Mission by graduating clinicians who have an immediate impact on the health and wellness of the state of Oregon. Athletic trainers provide essential services to physically active individuals of all ages and activity levels by preventing, evaluating, treating, and rehabilitating injuries and illnesses. The need for athletic trainers continues to grow both in the traditional (high school, collegiate, and professional) and emerging practices (physician extender, industrial, etc.) settings and programs such as Oregon State's are required to continue to graduate quality healthcare providers. Employment opportunities continue to grow as requirements for Athletic Trainers in all high schools increases and as industrial companies, such as Boeing Air, utilize these clinicians to reduce the time lost and workman's compensation costs for their employees.

The movement from the traditional undergraduate to a post-baccalaureate degree has been a discussion point at the national, regional and state levels. Graduate level programs currently have a higher first time pass rate for the certification exam. This may be due to the ability to better prepare students to transition to practice by not having to compete with general education coursework in addition to their didactic and clinical education, as well as students having a higher maturity level that better prepares them to enter the high stress environment of healthcare. Post-baccalaureate degree programs are better able to integrate with other healthcare education programs, which allows for the facilitation of inter-professional education (IPE) which is highly encouraged by both the National Athletic Trainers' Association (NATA) and the Commission on

the Accreditation of Athletic Training Education (CAATE). Additionally, students enrolled in graduate level programs are more likely to enter the field upon graduation versus matriculating into other professional degrees such as medical or physical therapy programs. Finally, the preparation of the clinicians the post-baccalaureate degree assists the profession in moving forward with reimbursement and recognition from the insurance companies and other healthcare profession.

Oklahoma State University is currently in the midst of transitioning to the post- baccalaureate degree and will begin our first cohort in June of 2015 while graduating our final cohort of undergraduates in May 2016. With the transition, we were able to create a curriculum that mirrors the knowledge, skills, and actions currently delivered in our undergraduate program while also utilizing the freedom of a graduate degree to deliver the content in a way that we feel would best assist with the transition to practice and serve our patients and the Land Grant Mission of the institution. We would be unable to make such large modifications if still at the undergraduate level. We support Oregon State University in their desire to transition to the graduate level and look forward to working with faculty and other colleagues to assist in any way possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Volberding". The signature is fluid and cursive, with a large, stylized loop at the end.

Jennifer Volberding PhD, ATC
Athletic Training Program Director
Assistant Professor
Oklahoma State University
(405) 744-4480
Jennifer.volberding@okstate.edu



UNIVERSITY OF OREGON

February 27, 2015

Dear Dr. Kim Hannigan,

Please accept this letter of support regarding your proposal to move from your current undergraduate Professional Athletic Training Education degree program to a Master's Professional Athletic Training Education degree program. I fully support and applaud your efforts to make this change. I agree that Professional education for athletic trainers would be more ideal, and produce better patient outcomes, if it occurred at the graduate level. As I suspect you agree, this ensures students have the necessary basic and applied science background from their undergraduate degree prior to delving into the specific competencies that are required for Professional Athletic Training Education. The scope of practice and knowledge base for athletic trainers has been increasing exponentially, and thus, it is not surprising the curriculum can no longer effectively squeeze into a four-year undergraduate degree. This move can only improve the quality of patient care delivered to Oregonians, since the Certified Athletic Trainers emerging from your program will be more mature emotionally and intellectually, and have more depth and breadth of knowledge before they treat patients as independent health care providers.

I recognize that OSU is the only public university in the state of Oregon with an accredited professional athletic training program. The program I direct at the University of Oregon is a **Post**-Professional Athletic Training graduate program for students who have already successfully completed their professional athletic training education. Our applicant pool is completely different than OSU's in that we attract certified athletic trainers from across the country and Canada to develop their teaching, research and leadership abilities, while continuing to learn advanced clinical skills beyond the professional or entry-level. We have never been in competition with one another for applicants, and that will not change as you move to the Masters degree level.

In summary, I whole-heartedly support your proposal and your efforts. I have enjoyed our collegial and collaborative relationship over the years, and expect that to continue into the future. Change is typically painful and requires great effort, and therefore I am empathetic regarding the volume of work you must be doing to pursue this change, and I agree that this is a much needed change that will be worth it in the end.

DEPARTMENT OF HUMAN PHYSIOLOGY

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Sincerely,

A handwritten signature in black ink that reads "SDawson". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Sierra Dawson PhD., ATC
Department of Human Physiology
Senior Lecturer
Graduate Post-Professional Athletic Training Program Director
541.346.1487
sdawson@uoregon.edu

TAB L

Appendix J: Liaison Comments

Liaison Statement

The proposed Master of Athletic Training (MAT) degree program will be entirely self-contained within the School of Biological and Population Health Sciences. As all required courses will be delivered by the School's faculty and the proposal simply creates a new graduate program to replace an existing undergraduate academic program within the same unit, it was determined that no liaising with external units was required.

Appendix K: CAATE Accredited Program Locations

