

**BOARD OF REGENTS**  
**EASTERN MICHIGAN UNIVERSITY**

**RECOMMENDATION**

**NEW ACADEMIC PROGRAMS**

**ACTION REQUESTED**

It is recommended that the Board of Regents approve a New Academic Program and Degree Type: *Master of Athletic Training*.

**SUMMARY**

The proposed Master of Athletic Training degree will allow students who already have a bachelor's degree to complete their Master of Athletic Training in two years. Numerous national conversations are underway regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). Currently, ATCs are one of the few unsupervised, allied health care professions that require a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The Field of Athletic Training will soon be requiring this as well. The Commission on Accreditation of Athletic Training Education (CAATE) has not yet made it mandatory, but may do so in the near future.

In making this proposal, EMU Athletic Training Faculty are taking a leadership role in the state of Michigan by being the first school to offer an entry-level master's degree in Athletic Training.

**FISCAL IMPLICATIONS**

Program costs will be absorbed with the current Academic Affairs budget.

**ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.

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University Executive Officer

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Date

SECTION:
DATE:
June 21, 2016

**BOARD OF REGENTS**  
**EASTERN MICHIGAN UNIVERSITY**

**RECOMMENDATION**

**NEW ACADEMIC PROGRAMS**

**ACTION REQUESTED**

It is recommended that the Board of Regents approve a new Academic Program and Degree  
Type: *Master of Athletic Training*

**SUMMARY**

The philosophy of the Athletic Training Program is to develop allied health care professionals by fostering critical thinking, core knowledge, and practical application of the learned skills. Students will become professionals who understand the importance of research through evidence-based practice. The ATP emphasizes life- long learning, which supports the graduate school philosophy.

The Master of Athletic Training degree proposed for EMU will allow students who already have a bachelor's degree to complete their MAT in two years. This is a huge benefit. There are many people returning to college who already have a degree and are looking to change professions. This program would bring in many students who are returning to school and allow them to earn a masters degree instead of a second bachelors.

Numerous conversations are occurring at the national level regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). Currently, ATCs are one of the few unsupervised, allied health care professions that require a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The field of Athletic Training will soon be requiring this as well. The Commission on Accreditation of Athletic Training Education (CAATE) has not yet made it mandatory, but the writing is on the wall.

EMU Athletic Training Faculty want to take a lead in the state of Michigan by being the only school to offer an entry-level masters degree in Athletic Training. EMU will be one of the first programs to make the change. Professional recognition and respect will come within the allied health care community when the transition is made.

**FISCAL IMPLICATIONS**

Program costs will be absorbed with the current Academic Affairs budget

**ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.

\_\_\_\_\_  
University Executive Officer

\_\_\_\_\_  
Date

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AND STUDENT AFFAIRS  
OFFICE OF THE ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES  
INTER OFFICE MEMORANDUM

**TO:** Chris Shell, Registrar  
Christopher Herman, Director, School of Health Promotion and Human Performance

**FROM:** Rhonda Longworth, Interim Provost

**SUBJECT:** **Master of Athletic Training (new graduate program)**

**DATE:** April 15, 2016

The attached request from the School of Health Promotion and Human Performance and the College of Health and Human Services for a new graduate program in **Master of Athletic Training** is approved.

*The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.*

The proposal includes the following new courses:

ATTR 500 – Introduction to AT Clinical Education	ATTR 616 – Admin and Legal Aspects of AT
ATTR 515 – Lower Body Assessment w/lab	ATTR 625 – Practicum III
ATTR 516 – Upper Body Assessment w/lab	ATTR 626 – Practicum IV
ATTR 518 – Anatomy Lab for AT	ATTR 630 – Professional Development I
ATTR 521 – Modalities for AT w/lab	ATTR 635 – Professional Development II
ATTR 522 – Rehabilitation for AT w/lab	ATTR 685 – Seminar in AT
ATTR 525 – Practicum I	ATTR 690 – Advanced AT Topics
ATTR 526 – Practicum II	ATTR 695 – Internship
ATTR 615 – Medical Aspects of AT	

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, [efinley2@emich.edu](mailto:efinley2@emich.edu)).

Attachment: New Course and Program Proposals

cc:  
Wade Tornquist, Interim Associate Provost & Vice President of Graduate Studies and Research  
Anne L. Balazs, Director, Graduate School  
Tana Bridge, Faculty Associate, Graduate School  
Murali Nair, Dean, College of Health and Human Services  
Judith Kullberg, President, Faculty Senate  
Julie Knutson-Garcia, Director, Extended Programs  
Ramona Milligan, Coordinator, Registration  
Carol Evans, Transfer Equivalency Coordinator, Records & Registration  
Ann Richards, Assistant Director, Admissions Processing  
Mary Butkovich, Halle Library  
Bin Ning, Assistant Vice President and Executive Director, IRIM  
Jodi Schumacher, School of Health Promotion and Human Performance

## Master of Athletic Training

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### **New Program, effective date TBD**

This program is an entry-level masters degree that will be offered via two different routes. A student may begin the program at Eastern Michigan University as a first year student. This student would follow the **Combined Athletic Training program (CAT)**. This is a 3+2 program that will award a student a bachelors and masters degree when completed. These students will meet all the pre-admission requirements at EMU and apply to the program during the winter semester of their third year. If accepted the student will then start the following summer semester and complete the “professional phase” of the program. This will complete their fourth and fifth years. This phase is two full years that requires summer coursework. This route would include students who transfer to EMU and do not have an earned bachelors degree. When students graduate they will earn a Bachelor of Science degree and Master of Athletic Training degree.

The other route that students may take to earn the entry-level masters is the **Master of Athletic Training Program (MAT)**. This program would be for students who have an earned bachelors degree and meet all the pre-admissions requirements. These students would apply during the winter semester of the year they plan on beginning the program. If accepted they would start during the summer semester and have two full years of coursework.

All students will go through the program as a cohort. They will be required to be full time students to meet the didactic and clinical demands of the program.

### **School Information:**

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School of Health Promotion & Human Performance - College of Health and Human Services

**Christopher Herman, Ph.D.**  
Director

319J Porter Building  
(734) 487-2815  
[cherman2@emich.edu](mailto:cherman2@emich.edu)  
[School Website](#)

### **Advisor Information:**

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*Please contact Department for advisor information.*

## Admission Criteria:

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Applicants must have an earned baccalaureate degree from a regionally accredited university or an appropriate international institution. Applicants may apply while their degree is in progress, but degree completion must be documented with official transcripts prior to the start of the Athletic Training Program. A minimum of a 2.75 overall GPA is required.

Applicants must have earned a "C" or better in a course in the following areas or provide documentation of credential (Course Completion Form):

- Medical Terminology (EMU: AHPR 200)
- Current Professional Rescuer/Health Care provider CPR or equivalent (EMU: ATTR 210)
- Anatomy and Physiology w/ lab, 6 credit hours (EMU: ATTR 201/202)
- Prevention and Care course (EMU: ATTR 219)
- Exercise or Sport Nutrition course (EMU: DTC 204)
- Physiology of Ex w/lab (EMU: SPMD 300)
- Sport bio-mechanics/tissue mechanics course (EMU: SPMD 305)
- Wellness and fitness course (EMU: PEGN 210L1 or HLED 120)
- Intro to Psychology course w/ Lab (EMU: PSYCH 101/103)
- Strength and conditioning course (EMU: PHED 433/341)
- Human Growth and Development (EMU: IHHS 260/EDPS 325)

The GRE (Graduate Record Exam) is a requirement for applicants to the CAT program. Results will be accepted up to three years prior to the application date. There is no substitution for the GRE. To ensure results will be available by Feb. 1 it is recommended that students take the exam no later than Dec. 1. There is no minimum of score required to be admitted to the Athletic Training Program.

Applicants must provide documentation of 200 observation hours with ATC

- Two settings/populations must be observed
- Documentation of hours (provided form) signature of ATC with BOC number and state license number
- Volunteer form
- Two professional or academic letters of reference

Applicants must include a personal statement that includes career goals, past experiences, and personal qualities.

Applicants must submit a sample writing ie: undergraduate paper, professional publication (no abstracts).

The following forms need to be completed and signed:

- Technical Standards
- Communicable Disease Policy
- Immunization Documentation Form
- HBV vaccinations form

Applications will be reviewed starting **February 1**. Initially, applications will be evaluated for the minimum requirements (completion of portfolio). Applications that meet the minimum requirements will then be evaluated completely by the Athletic Training Advisory Committee. Applicants will be notified by **March 7**, if they will be granted an interview. Interviews begin **April 1** Not all applicants will be granted an interview.

## Degree Requirements: 71 hours

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- [ATTR 500 - Introduction to AT Clinical Education](#) 3 hrs
  - [ATTR 515 - Lower Body Assessment w/Lab](#) 4 hrs
  - [ATTR 516 - Upper Body Assessment w/ Lab](#) 4 hrs
  - [ATTR 518 - Cadaver Lab for Athletic Training](#) 2 hrs
  - [ATTR 521 - Modalities for AT w/Lab](#) 3 hrs
  - [ATTR 522 - Rehabilitation for AT w/lab](#) 3 hrs
  - [ATTR 525 - Practicum I](#) 3 hrs
  - [ATTR 526 - Practicum II](#) 3 hrs
  - [ATTR 615 - Medical Aspects of AT](#) 4 hrs
  - [ATTR 616 - Admin and Legal Aspects of AT](#) 3 hrs
  - [ATTR 625 - Practicum III](#) 3 hrs
  - [ATTR 626 - Practicum IV](#) 3 hrs
  - [ATTR 630 - Professional Development I](#) 3 hrs
  - [ATTR 635 - Professional Development II](#) 3 hrs
  - [ATTR 685 - Seminar in AT](#) 3 hrs
  - [ATTR 690 - Advanced AT Topics](#) 3 hrs
  - [ATTR 695 - Internship](#) 12 hrs
  - [HPPH 505 - Basic Statistics in Health Promotion and Human Performance](#) 3 hrs
  - [HPPH 677 - Research, Theory and Design in Health Promotion and Human Performance](#) 3 hrs
  - One elective course 3 hrs *See advisor for details*
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**EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS**

**OUTLINE FOR SUBMITTING PROPOSALS FOR NEW DEGREE PROGRAMS**

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Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate majors. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

**PROPOSED PROGRAM NAME:** COMBINED ATHLETIC TRAINING PROGRAM (CAT)/MASTER OF ATHLETIC TRAINING (MAT)

**DEGREE:** BACHELOR OF SCIENCE AND MASTER OF ATHLETIC TRAINING/MASTER OF ATHLETIC TRAINING

**REQUESTED START DATE** SUMMER 2017

**DEPARTMENT(S)/SCHOOL(S):** HPHP **COLLEGE(S):** CHHS

**CONTACT PERSON:** JODI SCHUMACHER **CONTACT PHONE:** 734-487-2817

**CONTACT EMAIL:** JODI.SCHUMACHER@EMICH.EDU

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**I. Description. This section is designed to provide information regarding the proposed program. Any pertinent information beyond that covered in the following should also be included.**

The proposed program is an entry-level masters degree that will be offered via two different routes. A student may begin the program at Eastern Michigan University as a first year student. This student would follow the *Combined Athletic Training* program (CAT). This is a 3+2 program that will award a student a bachelors and masters degree when completed. These students will meet all the pre-admission requirements at EMU and apply to the program during the winter semester of their third year. If accepted the student will then start the following summer semester and complete the “professional phase” of the program. This will complete their fourth and fifth years. This phase is two full years that requires summer coursework. This route would include students who transfer to EMU and do not have an earned bachelors degree. When students graduate they will earn a Bachelor of Science degree and Master of Athletic Training degree.

The other route that students may take to earn the entry-level masters is the *Master of Athletic Training* Program (MAT). This program would be for students who have an earned bachelors degree and meet all the pre-admissions requirements. These students would apply during the winter semester of the year they plan on beginning the program. If accepted they would start during the summer semester and have two full years of coursework.

All students will go through the program as a cohort. They will be required to be full time students to meet the didactic and clinical demands of the program.

The faculty in the Undergraduate Athletic Training Program feel that the Combined Athletic Training Program (CAT)/Master of Athletic Training Program (MAT) is so different from the current program (Bachelors of Athletic Training, BAT) that it is being submitted as a new program, not a program revision. The Athletic Training Program is currently an undergraduate degree. This is a program that has been around since the 1970s and has been accredited since 1997. The new program would be a transition from the current undergraduate program. The infrastructure is in place. The labs, clinical sites, and course sequencing have proven to support a successful program. The depth of information in the graduate courses and the research component would be the biggest change. This will be a transition of a successful, undergraduate program that is already in place to a program that will continue the success at the graduate level.

If this program is approved, the current undergraduate program will be phased out. The timeline for this would be to accept the last cohort in the undergraduate program in the fall of 2016. The program would start accepting applications for the MAT during the winter 2017 semester. The first cohort for the CAT/MAT would begin during the summer of 2017.

## **A. Goals, Objectives, Student Learning Outcomes**

### **1. State the general philosophy and intent of the proposed program.**

*Eastern Michigan University's Athletic Training Program is committed to distinguishing itself as a comprehensive, educational program. Outstanding didactic and clinical instruction will enable students to pass the BOC exam, preparing them to be independent, contributing members of society, specifically within allied health care professions.*

This is the mission statement for the Athletic Training Program (ATP). The philosophy of the ATP is to develop allied health care professionals by fostering critical thinking, core knowledge, and practical application of the learned skills. Students will become professionals who understand the importance of research through evidence-based practice. The ATP emphasizes life-long learning, which supports the graduate school philosophy.

The intent of the entry-level Master of Athletic Training is to support the direction that Athletic Training Education is headed. Numerous conversations have occurred at the national level regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). Currently ATCs are one of the few unsupervised, allied health care professions that require a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The field of Athletic Training will soon be requiring this as well. The Commission on Accreditation of Athletic Training Education (CAATE) has not yet made it mandatory, but the writing is on the wall. It is headed in that direction and EMU can be one of the first programs to make the change. Professional recognition and respect will come within the allied health care community when the transition is made.

EMU Athletic Training Faculty want to take a lead in the state of Michigan by being the only school to offer an entry-level masters degree in Athletic Training. Currently, Adrian College has a Combined Athletic Training Program. Their program is a 4+1 program. The big difference in their program and this program is that they only offer the Combined Masters Program. If a student already has a bachelor's degree it would take them three years to complete their masters degree (Adrian's professional phase begins after the student's second year). The MAT that is being proposed for EMU will allow students who already have a degree to join the students in the Combined Athletic Training Program and complete their MAT in two years. This is a huge benefit. There are a lot of people returning to college who already have a degree and are looking to change professions. Phone inquiries from degree bearing students come into the program coordinator on a regular basis. Students don't want to spend another three years working on a master's degree after their undergraduate degree. This program would bring in a lot of students who are returning to school and allow them to get a masters degree instead of a second bachelors.

Also, in EMU's current program student-athletes cannot go through the undergraduate program because the clinical education time commitment conflicts with their athletic responsibilities. Right now these student-athletes cannot get a degree from EMU in Athletic Training in less than 7 years (four years of athletic eligibility and 3 years in the undergraduate AT program). With the new program they would be able to get a Master of Athletic Training degree in 6 years (4 years of athletic eligibility and 2 years of graduate school, MAT). This would allow those athletes to complete their undergraduate degree while they are competing and go right into the MAT program without leaving EMU. There are a lot of student-athletes that inquire about the undergraduate Athletic Training Program and are very discouraged that they cannot be a student-athlete and earn their degree in Athletic Training. This will allow them that opportunity whereas in the past they had to be referred to other institutions.

The timing on this proposal is crucial. The current undergraduate Athletic Training program is set to go up for re-accreditation in the 2017-2018 academic year. CAATE allows programs that are within two years of submitting a self-study to submit the self-study a year early along with the application for an accredited entry-level masters program. This allows the new program to be reviewed by the accrediting body at the same time as the self-study. It would also allow EMU to start offering the program immediately following the submission of the self-study/application. The timing of this is ideal because both submissions can be completed at the same time and the transition into the masters program would be seamless.

### **2. List the goals, objectives, and student learning outcomes as specifically as possible. These should be stated in such a way as to facilitate assessment of whether or not they are being met.**

#### **Program Outcomes:**

- Students will pass the Board of Certification (BOC) exam on their first attempt with 70% or higher
- Students will graduate and continue to work as an allied health care professional
- Graduating students will get hired as an entry-level Athletic Trainer
- Students will be able to conduct research in an interdisciplinary environment



Student Learning Outcomes (SLOs) are attached in Appendix A. The accrediting body, CAATE, for Athletic Training is very specific on the required outcomes to be assessed while students are in the program. Each SLO has to be documented showing where it is taught and evaluated. The current program uses an online tracking system, ATrack, for instructors and preceptors to document when students meet these outcomes. The proposed program will continue to use this documentation system because it is developed for entry-level programs in Athletic Training.

**3. How do stated goals, objectives, and student learning outcomes reflect current departmental/school, college and divisional goals and university strategic planning directions?**

The entry-level masters in Athletic Training supports the strategic plan of the School of Health Promotion and Human Performance, College of Health and Human Services and the University by emphasizing the interdisciplinary research that is being promoted. The AT masters will offer a variety of courses in disciplines outside of Athletic Training. Students will take courses offered by Exercise Science, Dietetics, and Sports Performance and Fitness Entrepreneurship. This will promote interaction between different disciplines. The students will also have to complete a thesis/project that will demonstrate their research ability in an interdisciplinary environment.

## **II. Program**

**1. List all current courses included in the program, and indicate whether they will be required, restricted electives or electives. Include syllabi for all such courses as an appendix. All courses should implement program goals, objectives, and student learning outcomes.**

Appendix B is a spreadsheet that lists all of the program courses and if they are required, restricted electives, or electives. In addition the courses have been broken down into “pre-admission” courses for the CAT and “professional” courses for the MAT (Please note there are multiple sheets at the bottom within the Excel workbook). The syllabi are included with the course revision forms. These are listed under Appendix C.

**2. List all new and revised courses that will be needed for the program. A Request for a New Course or Request for Course Revision form should be completed for each one and included as an appendix. All courses should implement program goals, objectives, and student learning outcomes.**

Appendix C includes a Request for a New Course form for each of the courses developed for the program (Appendices C1-C19). These forms also include syllabi for each (Appendices C1.1-C 19.1). The syllabi include the objectives and SLOs for the courses.

**3. Describe the Program Delivery Plan, i.e. whether it will be offered on or off campus, on line, evenings and/or Saturdays. If courses are to be offered on Saturday, on line or off campus, include evidence of support from Continuing Education as an appendix.**

The program will be on campus for all of the didactic courses. The clinical education portion of the program will be offered on campus and at local facilities that currently have affiliation agreements. The masters program will be using the same affiliated sites that are currently used in the undergraduate program. These have been excellent sites for the program and will continue to be used. In the current undergraduate program two courses are offered online. The new masters program will offer two courses online/hybrid. The amount of support from Extended Programs will not change from the current needs.

**4. Outline a typical program of study a student would follow in completing the program.**

The programs of study are attached as Appendices D and E. The program of study in Appendix D is for the student who enters EMU as a first year student (or transfer) and is completing the 3+2 masters program, Combined Athletic Training (CAT). The program of study in Appendix E is for the students who are coming into the program with an earned bachelor’s degree and the pre-admission coursework/requirements completed. They will follow the Master of Athletic Training Program, MAT.

### **Graduate programs only:**

**1. Indicate how the proposed program will assure graduate-level study (utilization of seminars, thesis, independent study, courses open only to graduate students, etc.).**

The proposed program will assure graduate-level study through the use of several courses that only graduate students can enroll in. There will be a seminar course, as well as two courses that involve conducting independent research (ATTR 630/635). There will also be a culminating internship. In addition, every semester students will enroll in a practicum course. These practicums will allow students to explore current information in the field of athletic training, practice advanced skills,

and debrief and discuss issues relevant to clinical education and the profession of athletic training. The debriefing and discussion will promote the use of evidence-based practice that students learn in classroom and provide opportunities for students to use patient models to further enhance their skills. These hands-on experiences will be used to conduct the student's research through evidence-based practice.

Appendix F shows the courses required in the professional phase of both programs. It is marked if they are graduate level, if research will be conducted in the course, and if the course is part of their clinical education.

## 2. How will the program incorporate an adequate emphasis on research?

The program will incorporate an adequate emphasis on research through the use of courses currently in existence at EMU and the development of courses for research in the field of athletic training. Students in the program will take a research methods course (HHPH 677) and a basic statistics course (HHPH 505). In addition, two courses within the program, ATTR 630 Professional Development I, and ATTR 635 Professional Development II, will promote independent student research. These courses will encourage participation in the Graduate Research Conference and focus on the use of evidence-based practice within the profession. In addition, the ATTR 690, Advanced Topics in AT, will teach the students good research techniques and how to summarize journal articles for practical use in their clinical experience.

### C. Admission

#### Graduate programs only:

#### 1. What admission requirements will be established for the program (GPA, national examinations, interviews, letters of recommendation, etc.)?

The CAT program requirements will only be a declaration of major intent until the end of the Fall semester of their third year. At this point they will apply to the professional phase of the program. They will follow the admissions requirements for the CAT. Students who will be applying to the MAT program will have to meet the admissions requirements for the MAT. Both will submit very similar portfolios documenting their pre-admissions courses, transcripts, volunteer hours, letters of recommendation, personal statement, writing sample, and a variety of forms.

If an "intent" (CAT) student is not accepted into the professional phase they will be referred to the CHHS advising center to help them with their options of continuing on with their education. There are a couple of options to complete their degree or decide if they would like to reapply to the program. A majority of the courses that are in the pre-professional phase of the CAT are pre-requisites for the Exercise Science program. They could seamlessly continue on in that program. Other options would be the Sport Fitness and Entrepreneurship program. These are two options that would allow a student to apply the courses they have taken toward another degree.

The specific admissions requirements for both programs are listed in the Appendices. Appendix G is the Combined Athletic Training Program and Appendix H is the Master of Athletic Training Program.

#### 2. Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?

There will not be conditional admissions to the program.

### D. Projections

#### 1. Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once program is established, etc.

The number of students in the program is projected as 20 per cohort. The program would have two cohorts in the program at the same time, so there would be a projected 40 students in the program at a time. The current undergraduate program has 3 cohorts every year and averages 35-45 students in the program at a time. It is anticipated that the program will graduate 17-20 students per year. This accounts for a 15% attrition rate. Currently, the undergraduate program graduates an average of 11 students per year. The attrition rate of the undergraduate program is on average 20%. A lower attrition is anticipated because of the graduate level student being more committed to completing their education.

	Average Number of Students in Program	Average Number of Students Graduating
New Program (CAT and MAT) – 2 cohorts	40 (projected)	17-20 (projected)
Current Program (Bachelors of AT, BAT) – 3 cohorts	35-45	11

#### 2. Project scheduling needs and patterns for the next three to five years.

The projected scheduling needs and patterns are demonstrated in Appendix I. The amount of credit hours that will be taught Fall, Winter, and Summer semesters is demonstrated in the Projected Scheduling chart (Appendix I). The chart will show that in the Fall semester there are a total of 14 sections that will need to be taught in the CAT and MAT programs. The projected Winter semester is 12 sections and the Summer semester is 6 sections. This does not reflect the Program Coordinator and Clinical Coordinator release time that is mandated by CAATE. The number of students in the cohorts will also affect the number of sections that are offered. The ratio in the clinical and lab settings needs to remain at 10 students to 1 preceptor (or lower).

### E. Other Pertinent Information

**II. Justification/Rationale.** This section is included to assure an adequate rationale for the proposed program. Any additional justification for the program beyond that covered in the following items should also be included.

**A. Present evidence that there is a demand for the proposed program. This should include an indication of professional and societal need, as well as student interest. (Include any market analysis and/or needs assessment as an appendix.)**

**B. Indicate whether there any similar programs in Michigan. If so, how is the proposed program unique? Why is there a need for an additional program in the field?**

**C. Present evidence of support for the proposed program from within and outside the University. (Letters and other supporting documents should be included as an appendix.)**

**D. Additional justification (if appropriate).**

The intent of the entry-level Master of Athletic Training Program is to support the direction that Athletic Training Education is headed. Numerous conversations have occurred at the national level regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). As stated earlier, ATCs are the only unsupervised, allied health care professionals that are only required to have a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The NATA (National Athletic Trainers Association) Board of Directors' published a paper regarding the transition to an entry-level masters program. The paper "Professional Education in Athletic Training" (2013) makes the recommendation that professional education in athletic training occur at the master's level (Appendix J). Further, the directors made the following statements:

*#1: Graduate-level professional education will better align ATs as peers to other healthcare professions and should enhance our status and influence in the larger health care arena.*

*#2: Transition to graduate professional education facilitates continued evolution in the professional competency requirements to better reflect the clinical practice requirements of current and future ATs in a changing healthcare environment.*

*#3: Factors fundamental to providing quality care are likely improved by professional education at the graduate level.*

*#4: 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.*

*#5: Transition to professional education at the graduate level would increase the likelihood that education programs are better aligned with other health care profession programs within their institution.*

*#6: Professional education at the graduate level should facilitate inter-professional education.*

*#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.*

*#10: Currently, all state practice acts accommodate graduate-level education in athletic training as meeting the requirements for the state credential. No state practice acts would need to be amended.*

#11: *The impact of a transition to graduate-level professional education on compensation levels and employment opportunities is complex and difficult to predict. Multiple factors influence compensation and employment patterns in healthcare.*

Therefore, Athletic Training Education is headed toward the entry-level masters degree and we can be one of the first programs to make the change. When the change becomes mandatory there will be a saturation of programs applying for the entry-level masters degree. We will have the advantage of being one of the few programs that already offer it.

### III) Preparedness

#### A. Describe the qualifications of the faculty who will be involved in the proposed program. (Proposals for new graduate majors should include an abbreviated faculty vita for each individual as an appendix.)

The faculty in the Athletic Training Program are well trained in their areas of specialty. All of the faculty are licensed and certified Athletic Trainers (AT, ATC). To maintain certification the faculty have to earn 75 Continuing Education Units (CEUs) every three years. As part of these 75 CEUs 10 of them have to be in Evidence Based Practice (EBP). This requires the faculty to stay up to date on current areas of research and clinical practice. Two of the three faculty are tenured and are prepared to make the transition to the graduate level. In addition, two of the three faculty are in the final stages of completing their doctoral degrees to help support the research component of the program. Currently the faculty have a variety of experiences and educational backgrounds. Part of the proposal is to hire another faculty member with an earned doctoral degree. This faculty member would have an established research background.

	Credentials	Teaching Experience in Years
Jodi Schumacher	MS, AT, ATC	21
Jim Sweet	MS, AT, ATC, PhD Candidate, Certified Orthotist	10
Courtney Lewis	MS, AT, ATC, PhD Candidate	4

Included in Appendix K are the abbreviated vitae of the AT faculty.

#### B. (Note: Proposals for new programs must include this information.) Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CDs, etc.) and microforms. If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.

The Athletic Training Education Program already has adequate resources in place to support an entry-level masters program. Listed below are the resources available to Athletic Training Students.

- 1) *Eastern Michigan University Halle Library*: Halle Library holds the necessary sport medicine and athletic training journals and textbooks needed to support didactic, lab, and research needs for an entry-level masters of athletic training. In addition, access to the databases listed below provides sufficient access to review and conduct research in Athletic Training.
  - a. AccessMedicine(McGraw-Hill)
  - b. CINAHL
  - c. ERIC
  - d. Esearch
  - e. Evidence Analysis Library (Academy of Nutrition and Dietetics)
  - f. Gale Virtual Reference Library
  - g. PubMed
  - h. Sports Nutrition Care Manual
  - i. Stat!Ref
  - j. Biological Abstracts
  - k. Google Scholar
  - l. Health and Wellness Resource Center

- m. Health Reference Center Academic
- n. PsycINFO
- o. Sports Business Research Network
- p. Web of Science
- q. WorldCat

2) *Eastern Michigan University Athletic Training Resource Center*: located in 114 Warner. The room is open and available to Athletic Training Students whenever Bowen Athletic Training Room is open (8am-6:30 or 7 pm M-F). It is also made available to students on an as needed basis outside of normal operational hours. The Resource Center houses textbooks, reference books, and professional journals/periodicals that were purchased by the program or donated by past staff and faculty. There are computers with software on orthopedic assessment, rehabilitation, and treatment protocols located in this area for Athletic Training Student use.

**C. Analyze the adequacy of existing facilities, laboratories, or other physical equipment applicable to the proposed program.**

The athletic training education program already has in place adequate space to house an entry-level masters program. Currently, the program uses on-campus and off-campus clinical sites for the clinical education portion of the program. In addition, there is a lab space designated to the Athletic Training Program, 119 Warner. This is where course labs take place as well as in the Bowen Athletic Training Room. The Practicum courses and Internship, which are the clinical education portion of the AT program, use on-campus and off-campus Athletic Training Rooms and Sports Medicine Clinics to fulfill the clinical education requirements of CAATE. Appendix L lists the Athletic Training Facilities that have affiliation agreements with EMU Athletic Training. These will remain the clinical sites for the CAT and MAT programs. The equipment necessary for the instructional lab is already in place. The lab is adequately supplied and meets the needs of the current and proposed program(s).

**D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g., cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.).**

The current AT program already requires a majority of the support courses that will be mandatory to apply to the masters program (pre-admission courses). The demand of students taking these courses will not change. The number of students in the proposed program will be comparable to the number of students currently enrolled in the undergraduate program. The graduate courses that will be offered outside of the Athletic Training Program are HPHP courses. These courses are already offered on a regular basis. There are no facilities, resources, equipment, or cognate courses that will be controlled by other departments or schools in the proposed program.

**E. Outline a plan for marketing the proposed program and recruiting students into it.**

The Master of Athletic Training program will follow current guidelines in place for marketing and recruitment of students. The faculty intend to use online marketing on the HPHP website as well as market online through local and national organizations. The program can be marketed locally, regionally, and nationally via the Michigan Athletic Trainers' Society, the Great Lakes Athletic Trainers' Association, and the National Athletic Trainers' Association. The Graduate School Open Houses will be utilized to promote the Master of Athletic Training Program. This will give the faculty the opportunity to speak with students who are sincerely interested in attending Eastern Michigan University. In addition, marketing and recruitment for the Combined Athletic Training Program will be done at Fajita Fest, Explore Eastern, Fast Track and other similar programs. The Master of Athletic Training Program can recruit current students at EMU as well. Student-athletes are an excellent population to recruit for the MAT program. These students could make an easy transition from undergraduate student to graduate student. As stated earlier, student-athletes cannot earn their degree in Athletic Training from EMU in less than 7 years. Student-athletes have a high interest in Athletic Training as a profession, but the clinical education interferes with their athletic responsibilities. Finally, students will complete their clinical education at local high schools, colleges, and sports medicine clinics. These students will serve as ambassadors for the program every day when they interact with athletes, patients, and high school students.

**IV. Assessment. Provide a plan for assessing the quality of the program, and a schedule for this assessment. The plan should assure the inclusion of objective data to determine the degree of success in reaching stated goals, objectives, and student learning outcomes.**

As indicated in, the program will have a multitude of student learning outcomes (Please note there are two sheets within the Excel workbook). The student learning outcomes will be taught in each of the courses and evaluated by the program faculty

and the certified athletic trainers serving as preceptors. The Commission on Accreditation of Athletic Training Education (CAATE) designs the student learning outcomes and requires annual reports, self studies, and site visits to ensure these outcomes are met by the program. The program faculty will assess the students using a variety of assessment methods including, but not limited to, written exams, online exams, announced and unannounced quizzes, lab exams, projects including presentations, practical (hands-on skill demonstration) examinations, and written papers.

Within the Athletic Training profession are five domains in which we operate. All of the program classes have been created in a way to ensure the student learning outcomes from each domain are sufficiently and effectively taught and assessed. The plan for evaluating the assessment methods of the domains is as follows:

	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019
Domain 1 Prevention			X		X
Domain 2 Assessment/Dx	X			X	
Domain 3 Emergency Care			X		
Domain 4 Therapeutic Interventions	X			X	
Domain 5 Professional Responsibility		X			

The faculty will look at the methods being used to assess the student learning outcomes and make adjustments as needed. This will allow for a continual discussion on the assessment methods used, and the success of those methods, in evaluating the student's learning of the domains of Athletic Training.

The program will use the Board of Certification (BOC) exam as a tool to measure the success of the students in the Athletic Training Domains. In addition, student feedback, student performance on practical exams and online exams will all allow the program to evaluate the methods of student assessment that are successful. The program will receive student scores on the BOC exam, which will reflect the domains in which the students have been successful. The domains that the students do not perform well in will lead the program faculty to reevaluate the methods of teaching and assessment for the SLOs that are related to the respective domains.

**V. Program Costs. This section attempts to establish the extent of additional funding required if the program is approved.**

**A. Faculty, lecturers or supportive staff required (type, level, and approximate cost).**

- a. There will be a need for one additional faculty member in the proposed program(s). This faculty member will have an earned doctoral degree in a related area. This will promote the research needs of the program. In addition, the number of credit hours per semester exceeds a full load for the current faculty. If a full time tenure-track position is hired, then there will not be a need for any adjunct lecturers. The amount of work for the support staff will not change from the current program. The number of students will be comparable.
- b. The cost of this faculty position would approximately be \$60,000-\$70,000

**B. Space or facilities required (type and approximate cost).**

- a. No additional facilities will be required outside of the current facilities. The proposed CAT/MAT program will actually benefit from the renovations that are already planned for the current program.

**C. Equipment required (type and approximate cost).**

- a. No additional equipment will be needed outside of the current equipment in the labs.

**D. Assistantships/fellowships required (number and approximate cost).**

- a. No assistantships/fellowships will be needed.

**E. Library resources required (type and approximate cost of both minimal and appropriate library resources).**

- a. No additional library resources will be needed outside of the current resources listed in this proposal.

**F. Marketing and recruiting costs**

- a. Most of the marketing that is planned for the program is free of charge (Explore Eastern, Fast Track, Graduate Open Houses, professional organizations, etc). There will be a minimal amount of money needed to send flyer-type notices to universities/community colleges in the area announcing the Combined Athletic Training Program and Master of Athletic Training Program. The estimated cost would be \$300.

**G. Other costs not covered above (type and approximate cost).**

- a. There will be annual accreditation fees as well as self-study and site visit costs. These will remain the same for the proposed program. The annual fee will also remain the same. The difference would be in the cost of the change in accreditation from a bachelor to a master degree. This cost will be an additional \$1500 to complete the "substantial change" and "comprehensive review" (self-study and site visit).

**VI. Action of the Department/College**

**1. Department/School** (Include the faculty votes signatures from all submitting departments/schools.)

Vote of faculty: For 4 Against 0 Abstentions \_\_\_\_\_  
 (Enter the number of votes cast in each category.)

I support this proposal. The proposed program can cannot be implemented without additional College or University resources.

\_\_\_\_\_  
 Department Head/School Director Signature 3/27/15  
Date

**2. College/Graduate School** (Include signatures from the deans of all submitting colleges.)

**A. College.**

I support this proposal. The proposed program can can cannot ✓ be implemented within the affected College without additional University resources.

\_\_\_\_\_  
 College Dean Signature 4/28/15  
Date

**B. Graduate School (new graduate programs ONLY)**

\_\_\_\_\_  
 Graduate Dean Signature 4/7/15  
Date

**VII. Approval**

\_\_\_\_\_  
 Associate Vice-President for Academic Programming Signature Date

**VIII. Appendices**

## Program of Study Master of Athletic Training, MAT

Summer Year One		Fall Year One		Winter Year One	
ATTR 500, Introduction to AT Clinical Education*	3	ATTR 525, Practicum I	3	ATTR 526, Practicum II	3
HPHP 505 Basic Statistics	3	ATTR 515, Lower Body Assessment w/lab	4	ATTR 516, Upper Body Assessment w/lab	4
<b>Total Credit Hours</b>	<b>6</b>	ATTR 518, Anatomy Lab for AT	3	ATTR 521, Modalities for AT w/lab	3
		<b>Total Credit Hours</b>	<b>10</b>	Elective	3
				<b>Total Credit Hours</b>	<b>13</b>
Summer Year Two		Fall Year Two		Winter Year Two	
ATTR 625, Practicum III	2	ATTR 626, Practicum IV	3	ATTR 695, Internship	12
ATTR 522, Rehabilitation for AT w/lab	4	ATTR 615, Medical Aspects of AT	4	ATTR 690, Advanced AT Topics	3
ATTR 630, Professional Development I	4	ATTR 616, Admin and Legal Aspects of AT	3	ATTR 635, Professional Development II	3
HPHP 677 Research Methods	3	ATTR 685, Seminar in AT	3	<b>Total Credit Hours</b>	<b>18</b>
<b>Total Credit Hours</b>	<b>13</b>	<b>Total Credit Hours</b>	<b>13</b>		



### Research Components of Professional Phase

<b>Course</b>	<b>Graduate Level Study</b>	<b>Research Component</b>	<b>Other</b>
ATTR 500, Introduction to AT Clinical Education	X		Practicum/Clinical Education
ATTR 515, Lower Body Assessment	X		
ATTR 516, Upper Body Assessment	X		
ATTR 518, Anatomy Lab for AT	X		
ATTR 521, Modalities for AT w/lab	X		
ATTR 522, Rehabilitation for AT w/lab	X		
ATTR 525, Practicum I	X		Practicum /Clinical Education
ATTR 526, Practicum II	X		Practicum/Clinical Education
ATTR 615, Medical Aspects	X	X	
ATTR 616, Admin and Legal	X		
ATTR 625, Practicum III	X		Practicum/Clinical Education
ATTR 626, Practicum IV	X		Practicum/Clinical Education
ATTR 630, Professional Development I	X	X	
ATTR 635, Professional Development II	X	X	
ATTR 685, Seminar in AT	X		Seminar
ATTR 690, Advanced AT Topics	X	X	Seminar
ATTR 695, Internship	X		Practicum/Clinical Education
HPHP 505 Basic Statistics	X		
HPHP 677 Research Methods	X	X	
SPMD 380W, Behavioral Aspects of Sports Med			

**Eastern Michigan University**  
**School of Health Promotion and Human Performance**  
**Athletic Training Program**

**Technical Standards For Admission**

The Athletic Training Program at Eastern Michigan University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

All students admitted to the Athletic Training Program must meet the following abilities and expectations:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

The Disabilities Resource Center will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the

## **Admissions Requirements for Master of Athletic Training, MAT**

Applications due Feb 1

Interviews begin April 1

Applicants must have an earned baccalaureate degree from a regionally accredited university or an appropriate international institution. Applicants may apply while their degree is in progress, but degree completion must be documented with official transcripts prior to the start of the Athletic Training Program. A minimum of a 2.75 overall GPA is required.

Applicants must have earned a “C” or better in a course in the following areas or provide documentation of credential (Course Completion Form):

- Medical Terminology (EMU: AHPR 200)
- Current Professional Rescuer/Health Care provider CPR or equivalent (EMU: ATTR 210)
- Anatomy and Physiology w/ lab, 6 credit hours (EMU: ATTR 201/202)
- Prevention and Care course (EMU: ATTR 219)
- Exercise or Sport Nutrition course (EMU: DTC 204)
- Physiology of Ex w/lab (EMU: SPMD 300)
- Sport biomechanics/tissue mechanics course (EMU: SPMD 305)
- Wellness and fitness course (EMU: PEGN 210L or HLED 120)
- Intro to psychology course (EMU: PSYCH 101/102)
- Strength and conditioning course (EMU: PHED 433/341)
- Human Growth and Development (EMU: IHHS 260/EDPS 325)

The GRE (Graduate Record Exam) is a requirement for applicants to the CAT program. Results will be accepted up to three years prior to the application date. There is no substitution for the GRE. To ensure results will be available by Feb. 1 it is recommended that students take the exam no later than Dec. 1. There is no minimum of score required to be admitted to the Athletic Training Program.

Applicants must provide documentation of 200 observation hours with ATC

- Two settings/populations must be observed
- Documentation of hours (provided form) signature of ATC with BOC number and state license number
  - Volunteer form
- Two professional or academic letters of reference

Applicants must include a personal statement that includes career goals, past experiences, and personal qualities.

Applicants must submit a sample writing ie: undergraduate paper, professional publication (no abstracts).

The following forms need to be completed and signed:

- Technical Standards

- Communicable Disease Policy
- Immunization Documentation Form
- HBV vaccinations form

Applications will be reviewed starting February 1. Initially, applications will be evaluated for the minimum requirements (completion of portfolio). Applications that meet the minimum requirements will then be evaluated completely by the Athletic Training Advisory Committee. Applicants will be notified by March 7 if they will be granted an interview. Not all applicants will be granted an interview.