



UNC CHARLOTTE

Office of the Chancellor

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September 11, 2017

Dr. Kimberly van Noort
Vice President for Academic Programs and Instructional Strategy
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Establish a Master of Science in Athletic Training (MSAT). The proposed program replaces our existing Bachelor of Science degree with a new MSAT. This new program acknowledges changes in the nature of preparation programs for athletic training and is required by the National Athletic Trainers Association and the Commission on Accreditation of Athletic Training Education.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
Nan Fey-Yensan, Dean, College of Health and Human Services



**UNIVERSITY OF NORTH CAROLINA
REQUEST TO ESTABLISH
A NEW DEGREE PROGRAM – ANY DELIVERY METHOD**

Date: September 25, 2017

Constituent Institution: University of North Carolina Charlotte

Is the proposed program a joint degree program? Yes No

Joint Partner campus _____

Title of Authorized Program: Athletic Training Degree Abbreviation: MSAT

CIP Code (6-digit): 51.0913 Level: B M I D

CIP Code Title: Athletic Training/Trainer

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes No

If yes, list suggested UNC Specialty Area Code(s) here _____

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes No

Proposed term to enroll first students in degree program: Term Summer Year 2019

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification and prospectus prior to implementation for new degree programs. Notification of this new degree program will be provided to SACSCOC after approval by the University of North Carolina Board of Governors and prior to implementation.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online %
 - Program will be listed in UNC Online
 - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)
 - Instructor present (off-campus delivery)
 - Instructor remote (site-based distance education)

Site #1

_____ (address, city, county, state) _____ (max. percent offered at site)

Site #2

_____ (address, city, county, state) _____ (max. percent offered at site)

Site #3

_____ (address, city, county, state) _____ (max. percent offered at site)

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required _____ 59 _____
Expected number of full-time terms to completion _____ 8 _____

Do the following sections of your previously submitted and approved Request to Plan document require any change or updated information? If yes, note the items and explain.

Review Status (Campus) Yes _____ No X _____
Description and Purpose Yes _____ No X _____
Student Demand Yes _____ No X _____
Societal Demand Yes _____ No X _____
Unnecessary Duplication Yes _____ No X _____
Enrollment Yes _____ No X _____

I. Program Requirements and Curriculum

A. Program Planning

- 1. List the names of institutions with similar degree programs regarded as high quality programs by the developers of the proposed program.

It is the opinion of the MSAT planning committee the following programs are high quality comparable programs:

- High Point University, NC
- Oklahoma State University, OK
- Boston University, MA
- University of South Florida, FL
- Texas Tech University, TX
- Moravian College, PA

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

The MSAT planning committee reviewed numerous current MSAT programs. We focused on program missions and outcomes, courses offered, and clinical rotations as well as program enrollment. Data (Attachment 2) were obtained from institutional websites, or if needed email contacts with the respective program coordinator. Please see Attachment 2 for a listing of all institutions reviewed and consulted during this process and the findings revealed.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

UNC Charlotte Graduate School Requirements:

- Bachelor's degree in any discipline
- Undergraduate GPA of a 3.0 (on a 4.0 scale)
- A statement of purpose
- 3 letters of recommendation
- GRE scores
- For non-native English language speakers: Official and satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Athletic Training Program Specific Requirements:

- Grades of C or better in the following pre-requisite courses:
 - Human Anatomy with laboratory
 - Human Physiology with laboratory
 - Chemistry with laboratory
 - Physics with laboratory
 - Statistics
 - Exercise Physiology
 - Psychology
 - Nutrition
 - Biomechanics
 - Medical Terminology
 - Introduction to Biology
- 50 hours of observation shadowing a certified athletic trainer

PLEASE NOTE: Graduates of the BS in Exercise Science at UNC Charlotte would meet all requirements except: Physics, Medical Terminology, and Introduction to Biology. With appropriate advising, graduates of most traditional pre-health care programs should meet these pre-requisites.

2. Documents to be submitted for admission (listing).
 - Bachelor's degree transcripts
 - Three letters of recommendation from individuals with academic or professional knowledge of the applicant's capabilities
 - Observational evaluation
 - Statement of Purpose: 500 to 1000 words describing the applicant's educational goals and expectations of the program
 - GRE scores
 - For students whose first language is not English, we will require TOEFL/IELTS scores as part of the admission process.

C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.

Successful completion of the program will require total 59 hours of coursework, of which all are required. The curriculum is developed more completely in Attachment 3. The Commission of Accreditation of Athletic Training Education (CAATE) has revised standards for accreditation of entry-level athletic trainers to require a master's degree composed of instruction that meets its program standards. Currently those 105 standards are under review. The curriculum in this proposal seeks to meet those standards with the caveat that the curriculum and program structure may need to be revised once the standards are finalized.

2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

All students will participate in clinical rotations. These clinical rotations will be assigned to the students based on required competencies and proficiencies for accreditation purposes. There will be skills assessed during these clinical rotations that will follow the didactic course they are instructed in. These are requirements of accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).

For graduate programs only, please also answer the following:

2. Proportion of required program courses open only to graduate students

All 59 credit hours are open to all graduate students. We are working with the undergraduate exercise science undergraduate program to create a concentration that would allow students to begin the MSAT in their 4th year at UNC Charlotte.

3. Grades required

All courses within the program must be completed with a “B” or better to proceed in the program.

4. Amount of transfer credit accepted

No transfer credit will be accepted. In order to ensure we meet accreditation requirements and students meet the standards to sit for the board of certification exam, all coursework must be taken at UNC Charlotte.

5. Language and/or research requirements

There are no research or foreign language requirements as part of the curriculum.

7. Any time limits for completion

UNC Charlotte requires that the time limit for completion of a master’s degree is six years from the time of entry. University policy (<https://catalog.uncc.edu/content.php?catoid=8&navoid=456>) requires that no course listed on a master's student's candidacy form be older than six years at the time of graduation.

- C. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

While there are no existing courses currently being offered at the graduate level, of the 22 courses we are proposing for the MSAT, only seven of those courses are completely new courses; the remaining 15 courses are being taught at the undergraduate level and will be redesigned for the MSAT. Attachment 3 details the curriculum for the MSAT. To avoid confusion with other graduate level courses in the department, the prefix ATRN will be used. The numbering system used complies with UNC Charlotte Academic Policy: Course Numbering and Status, rules 2 and 3 (<http://provost.uncc.edu/policies/course-numbering-status>).

New Courses: (all courses are required for graduation)

ATRN 6100: Acute and Emergency Care in Athletic Health Care (3)*

ATRN 6101: Clinical Anatomy for Allied Health (3)*

ATRN 6102: Fundamentals in Athletic Training (3)*

ATRN 6104: Clinical Evaluation and Diagnosis of the Lower Extremity (3)*

ATRN 6105: Therapeutic Modalities (3)*

ATRN 6106: Therapeutic Exercise Techniques (3)*

ATRN 6107: Foundations of Modern Health Care (3)*

ATRN 6401: Clinical Rotation I (1)*

ATRN 6109: Clinical Evaluation and Diagnosis of the Upper Extremity (3)*

ATRN 6110: Clinical Evaluation and Diagnosis of the Head and Spine (3)*

ATRN 6111: Therapeutic Exercise of the Lower Extremity (3)*

ATRN 6402: Clinical Rotation II(1)*

ATRN 6113: Therapeutic Exercise of the Upper Extremity (3)*

ATRN 6114: General Medicine and Pharmacology I (3)*

ATRN 6403: Clinical Rotation III (1)*

ATRN 6116: General Medicine and Pharmacology II (2)*

ATRN 6404: Clinical Rotation IV (1)*

ATRN 6118: Athletic Health Care Administration (3)*

ATRN 6119: Diagnostic Procedures for Rehabilitation Professionals (2)*

ATRN 6405: Clinical Rotation V(3)*

ATRN 6121: Behavioral Health in Sports Medicine (3)*

ATRN 6406: Clinical Rotation VI (6)*

Course Descriptions:

ATRN 6100: Acute and Emergency Care in Athletic Health Care (3)

Students will gain a comprehensive approach through lecture and laboratory activities in identification of risk factors, preparation of emergency plans, and recognition of emergency medical conditions. Pre-requisite: Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. Admission to MSAT program. (Summer)

ATRN 6101: Clinical Anatomy for Allied Health (3)

An advanced examination of musculoskeletal anatomy and how it relates to function of the human body. Pre-requisite: Admission to MSAT program. (Summer)

ATRN 6102: Fundamentals in Athletic Training (3)

Overview course including basic components of the athletic training profession including taping procedures, appropriate terminology, documentation and communication methods. Pre-requisite: Admission to MSAT program. (Summer)

ATRN 6104: Clinical Evaluation and Diagnosis of the Lower Extremity (3)

A comprehensive approach to the assessment and diagnosis of lower extremity musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. Pre-requisite: ATRN 6101, ATRN 6102. (Fall)

ATRN 6105: Therapeutic Modalities (3)

Theoretical and clinical bases for the use of therapeutic modalities and pharmacology in the rehabilitation setting. Includes basic physics, physiological effects, indications, contraindications, and applications of therapeutic modalities in rehabilitation. Pre-requisite: ATRN 6101, ATRN 6102. (Fall)

ATRN 6106: Therapeutic Exercise Techniques (3)

Study of the theory and principles that guide the application of therapeutic exercise. Emphasis will be placed on understanding the tissue healing response, and the basic elements of a rehabilitation program. Pre-requisite: ATRN 6101, ATRN 6102. (Fall)

ATRN 6107: Foundations of Modern Health Care (3)

Development of essential skills for evidence-based practitioners in health care. Students will learn how to generate clinical questions; interpret access, evaluate, and integrate relevant research literature. Students will also be taught how to use their own clinical experiences with patient orientated outcomes measures along with research to make clinical decisions. Pre-requisite: ATRN 6101, ATRN 6102. (Fall)

ATRN 6401: Clinical Rotation I (1)

This semester long clinical rotation focuses on the needs of pediatric/adolescent athletes. Students will spend approximately 20 hours per week at their clinical site. Pre-requisite: ATRN 6101, ATRN 6102. (Fall)

ATRN 6109: Clinical Evaluation and Diagnosis of the Upper Extremity (3)

A comprehensive approach to the assessment and diagnosis of upper extremity musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. Pre-requisite: ATRN 6104. (Spring)

ATRN 6110: Clinical Evaluation and Diagnosis of the Head and Spine (3)

A comprehensive approach to the assessment and diagnosis of upper extremity musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. Pre-requisite: ATRN 6104. (Spring)

ATRN 6111: Therapeutic Exercise of the Lower Extremity (3)
Application of rehabilitation techniques and modalities to lower extremity injuries.
Pre-requisite: ATRN 6106, ATRN 6106, 6104. (Spring)

ATRN 6402: Clinical Rotation II (1)
This semester long clinical rotation focuses on the health care needs of collegiate athletes. Students will spend approximately 20 hours per week at their clinical site. Pre-requisite: ATRN 6401. (Spring)

ATRN 6113: Therapeutic Exercise of the Upper Extremity (3)
Application of rehabilitation techniques and modalities to upper extremity injuries. Co-requisite: ATRN 6111. (Spring)

ATRN 6114: General Medicine and Pharmacology I (3)
Part I of the evaluation, diagnosis, and treatment of common non-orthopedic medical conditions. Pre-requisite: ATRN 6105 (Summer)

ATRN 6403: Clinical Rotation III (1)
Clinical rotation in an orthopedic physician practice including with an inter-professional health care team focused on orthopedic assessment, clinical procedures, and surgical observations with patients across the lifespan. Students are required to gain a minimum of 100 hours of patient care experience. Pre-requisite: ATRN 6402 (Summer)

ATRN 6116: General Medicine and Pharmacology II (2)
Part II of the evaluation, diagnosis, and treatment of common non-orthopedic medical conditions. Pre-requisite: ATRN 6114 (Summer)

ATRN 6404: Clinical Rotation IV (1)
Clinical rotation in a primary care or urgent care center including with an inter-professional health care team focused on assessing, diagnosing and treatment of general medical conditions. Students are required to gain a minimum of 100 hours of patient care experience. Pre-requisite: ATRN 6403 (Summer)

ATRN 6118: Athletic Health Care Administration (3)
Business management principles associated with athletic training clinical practice as well as leadership and professional development. Pre-requisites: ATRN 6114, ATRN 6116 (Fall)

ATRN 6119: Diagnostic Procedures for Rehabilitation Professionals (2 credits)
Identification and description of various modes of imaging techniques and tests used in sports medicine. Diagnostic procedures covered in the course will include but not be limited to: X-Ray, CT Scan, MRI, bone scan, fluoroscopy, and PET. Pre-requisites: ATRN 6114, ATRN 6116 (Fall)

ATRN 6405: Clinical Rotation V (3)
Full-time clinical immersion rotation focused on the health care needs of collegiate athletes. The course is designed to facilitate synthesis and the integration of knowledge,

skills, and clinical decision-making into patient care. The rotation allows students to participate in the full scope of athletic training clinical practice (e.g., emergency and acute care, assessment and diagnosis, rehabilitation, reconditioning, return to sport) as part of an inter-professional sports medicine team. Students are required to gain a minimum of 300 hours of patient care experience with physically active individuals and includes team travel. Pre-requisites: ATRN 6401, ATRN 6402, ATRN 6403, ATRN 6404. (Fall)

ATRN 6121: Behavioral Health in Sports Medicine (3)

Integration of physiological, psychological, and social understanding of humans in relationship to physical activity as a lifelong pursuit. Includes physical fitness, nutrition, stress reduction, socialization, and individual differences in human behavior. Pre-requisites: ATRN 6118. (Spring)

ATRN 6406: Clinical Rotation VI (6)

Full-time clinical immersion rotation that provides the athletic training student the opportunity to gain experience in a specific area of clinical practice that they are interested in pursuing post-graduation. These can include, but are not limited to: out-patient rehabilitation, orthopedic clinics, primary care settings, emergency and acute care, dance medicine, industrial and occupational health, and athletic performance. Students are required to gain a minimum of 300 hours of patient care experience with physically active individuals. Pre-requisites: ATRN 6401, ATRN 6402, ATRN 6403, ATRN 6404, ATRN 6405. (Spring)

II. Faculty

- A. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

Please see Attachment 4 for the official SACSCOC roster form. To be eligible to teach graduate level courses in the Department of Kinesiology, faculty must obtain regular graduate faculty appointment, adjunct faculty appointment or Professional Affiliate Appointment to the Graduate Faculty. The criteria faculty must meet for each category are as follows:

Regular Appointment / Reappointment

1. Rank: Faculty holding the Professorial ranks of Assistant Professor, Associate Professor, Professor are eligible to apply for a regular appointment to the Graduate Faculty at UNC Charlotte. Further, all faculty must possess a terminal degree in an area related to their specific discipline.
2. Criteria: Appointment and reappointment to the Graduate Faculty will be evaluated on the merits of the faculty member in the areas of teaching, research and service.

- a. Teaching: Faculty are expected to be engaged in teaching graduate level courses where they are demonstrating satisfactory performance (via standardized teaching evaluations), as well as to participate on graduate review and examination committees.
- b. Research: Faculty must provide multiple levels of evidence within the area of scholarship: which may include: publication of books, monographs, refereed research articles (or accepted for publication), research reports, presentation of papers or lectures at annual professional meetings and intramural and extramural sponsored research. Faculty will be primarily evaluated based on the number of refereed research articles and procured research funding. Secondly, faculty will be evaluated based on presentations made at national / international meetings, and other research reports. Initial appointment of junior faculty members to the graduate faculty can be based on the potential for significant accomplishment in this area.
- c. Service: The faculty member should demonstrate evidence of serving on College, University committees as well as service to his/her respective profession(s).

3. Summary: Faculty seeking appointment to the Graduate Faculty shall be evaluated on the merits of all 3 areas provided above, where the primary emphasis will be placed the faculty member's active engagement in teaching and research.

Adjunct Appointment to the Graduate Faculty

Faculty who hold a non-tenure-track appointment in the Department (i.e. Lecturer) or hold a tenure-track professorial rank (i.e. Associate Professor) at another University may be granted Adjunct Graduate Faculty status. Such individuals may be appointed if they are teaching a graduate class or if they are serving on a graduate student thesis or dissertation committee. The Department Graduate Faculty will first make a recommendation to the Chairperson, who will then make a recommendation to the College Dean for approval. The College Dean will then forward his/her nomination to the Dean of the Graduate School for final approval. Adjunct Graduate Faculty may serve on a research committee, but will not be permitted to Chair a Masters Thesis or a Doctoral Dissertation. The term of the Adjunct Graduate Faculty appointment may not exceed 3 years, but may be renewed.

Professional Affiliate Appointment to the Graduate Faculty

Individuals who have demonstrated outstanding practice within their specific professional field may be granted the status of Professional Affiliate Graduate Faculty by the Dean of the Graduate School. Such individuals must possess specific content expertise that is salient to a graduate student research committee or graduate course they are teaching. In the event that the individual does not possess a terminal degree (i.e. PhD, EdD, MD), the individual must demonstrate content expertise by virtue of years of service in their chosen professional practice. The Department Graduate Faculty will first make a recommendation to the Chairperson, who will then make a recommendation to the College Dean for approval. The College Dean will then forward his/her nomination to the Dean of the Graduate School for final approval. Graduate Faculty with Professional

Affiliate status with may serve on a research committee, but will not be permitted to Chair a Masters Thesis or a Doctoral Dissertation. The term of the Professional Affiliate Adjunct Graduate Faculty appointment may not exceed 3 years, but may be renewed.

- B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

N/A

- C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

In addition to the faculty listed official SACSCOC roster form (Attachment 4), one new faculty will be required in the first year. Of the 22 courses we are proposing for the MSAT, seven of those courses are completely new courses. The other 15 courses are being taught at the undergraduate level and will be redesigned for the MSAT. Those 15 courses are currently being taught by our current athletic training faculty and thus can be covered in the MSAT program. We will need one additional tenure-track faculty member to teach the additional new seven courses being offered by the program. Existing programs will not be weakened as the faculty teaching in the MSAT, primarily currently teach in the undergraduate athletic training program which is being discontinued.

- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Course loads of current faculty will be adjusted with the discontinuation of the undergraduate program in athletic training. With the elimination of the undergraduate program, the faculty will be able to transition their current undergraduate courses to the master's level. The addition of one new faculty will help cover the new additional courses for the MSAT. All current faculty are at teaching capacity, but since they are currently teaching undergraduate courses, they will have the capacity to teach in the MSAT when the undergraduate program is discontinued. Three of the current athletic training faculty are tenured or tenure-track faculty and thus have research expectations. Course release for research will remain the same with the MSAT as it is with their current load; the same is true for service expectations. The new MSAT therefore will not change or impact the research or service expectations of faculty in the department.

III. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

- A. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Three of our required courses will be offered online. Students will have support from the distance education librarian and the Office of Distance Education for these courses. In addition, the Center for Teaching and Learning provides a Technical Help Desk for students available by web form, e-mail, and telephone. Students are provided with training on how to access resources electronically and through other means as part of the online orientation.

All graduate students also have access to the support services offered from the Graduate School and collaborative units such as the Career Center, Office of Financial Aid, Atkins Library and the Center for Graduate Life.

- B. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

The three online courses required as part of the proposed program will meet the standards of Quality Matters, a nationally recognized program that is known for its peer-based approach to quality assurance and continuous improvement in online education. We will use a combination of weekly synchronous sessions, active discussion boards, and active learning projects that the students pursue in addition to their clinical work.

- C. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

Faculty teaching the three online courses will fully utilize the services of the Center for Teaching and Learning to stay current with technological advances and novel approaches to engaging adult learners. We have a 100% distance education program currently in the department, so we know we have the ready support of the College of Health and Human Services (CHHS) Academic Technology group. We will utilize that support whenever it is needed. In addition to training in the learning management system, specific development opportunities for program faculty include training in the Quality Matters approach to course design that focuses on the alignment of course and module objectives and the evaluation of learning, webinars related to student engagement in the online platform, and effective use of synchronous meeting tools.

- D. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

The program will rely on the security provided online by UNC Charlotte Information Technology Services (ITS) and will only use software and technology approved by that group. The learning management system utilizes the ITS single sign on (SSO) tool, Shibboleth, to allow students and staff to log into multiple online systems via one web authentication page without repeating the login process. Unique usernames and passwords are used by students to access the SSL-secured university servers and websites; student passwords expire every 180 days.

Faculty teaching online courses may require a proctored exam or other assignment for which students are required to verify their identity. UNC Charlotte participates in the UNC Online Proctoring Network for online and in-person testing; Charlotte-area students are able to utilize the on-campus, 23-seat Distance Education Testing Center at no charge. All faculty also have access to the anti-plagiarism prevention system, VeriCite, which acts to identify unoriginal work and as a deterrent to dishonest behavior.

IV. Library

- A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

Current library holdings are adequate to initially support the MSAT program's instructional and research needs. Current funds for Kinesiology library purchases may be used to purchase books, ebooks, and other monographs relevant to the program. New journal subscriptions may be purchased after a multi-departmental review of current subscriptions. Gaps in the collection can be managed through interlibrary loan until the core collection is complete.

Following is a brief analysis of the library's current relevant holdings:

LC Subject Heading	Books/eBooks/Government Documents	eBooks	Journals
Physical education and training.	689; 39 < 5 years*	70	153
Sports medicine.	375; 117 < 5 years*	137	90
Sports injuries.	269; 88 < 5 years*	91	38
Sports-- Physiological aspects.	183; 19 < 5 years*	15	36
Athletic injuries.	163; 42 < 5 years*	27	32

* published in the last 5 years

InCites Journal Citation Reports Category	Library Subscriptions
Sports Medicine	20 of top 20 journals
Medicine- General and Internal	41 of top 50 journals
Hospitality, Leisure, Sport & Tourism	20 of top 20 journals
Rehabilitation	19 of top 20 journals

The library's database subscriptions are adequate to support the program. Relevant databases include:

Category	Database
Medical	ACP Journal Club via Ovid
	CINAHL Plus with Full Text
	Cochrane Central Register of Controlled Trials via Ovid
	Cochrane Database of Systematic Reviews via Ovid
	Database of Abstracts of Reviews of Effects (DARE) via Ovid
	Health Source: Nursing/Academic Edition
	Medline via PubMed, ProQuest, and EBSCOhost
	ScienceDirect
	SPORTDiscus with Full Text
	Springer Link
	Web of Science
Miscellaneous	Business Source Complete
	LexisNexis Academic

	Academic Search Complete
	ProQuest Dissertations & Theses Full Text
	PsycINFO

The library provides interlibrary loan service to all students and faculty. If a student is unable to find an article or book within the library's own collection, he/she may request to have the item retrieved from another library and delivered. Articles are delivered electronically and books are shipped to the library for pick up. Articles take 24-48 hours to arrive. There is no charge for this service.

- B. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Funds allocated to the Department of Kinesiology for books and monographs will be used to purchase new materials for the program. The library is currently conducting a collection analysis and right-sizing project, the purpose of which is to uncover gaps and redundancies in content and resources. Findings from the analysis will be used to help determine collection priorities going forward. In addition to an internal analysis of monographs and journals, the Health and Human Services Librarian will seek subject expertise and input from College of Health and Human Services (CHHS) faculty to assess the collection's ability to meet the current and developing needs of CHHS. New degrees and areas of research are always taken into consideration when adding to the collection. In addition to an analysis of the book collection, an assessment of journal subscriptions will help the library determine what titles should be added or deleted. Usage numbers, cost per article, and faculty input are used to determine which titles to cut, and interlibrary loan numbers, subscription cost, and faculty input are used to determine which titles to add. If the library is not able to add a journal, students may use interlibrary loan to request articles.

The Health and Human Services Librarian will work with kinesiology faculty to create a list of core and supplementary titles for the MSAT program. This list may be revisited as new courses are added or new texts are published. Books will be purchased in electronic (e-book) format whenever possible. Acquisition of new materials will initially focus on monographs. The library's current database subscriptions should remain sufficient to serve the program as it grows.

Atkins Library has a Health and Human Services Librarian who works closely with kinesiology faculty. She will continue this work with the MSAT program. Atkins Library also has a Science Librarian with a medical research background who can help students if the Health and Human Services Librarian is not available. No additional library staffing will be needed to support the program during the next four years.

C. Discuss the use of other institutional libraries.

J. Murrey Atkins Library is the primary library at University of North Carolina at Charlotte and will be the main library for the MSAT program. There are currently no plans to formally partner with other libraries within the UNC system to provide services to MSAT students. Students who are able to visit other UNC-system libraries may check out items through UNC's Cooperative Direct Borrowing Agreement (<https://www.northcarolina.edu/overview-university-library-advisory-council-ulac/cooperative-library-agreement>). In addition, students may visit these libraries and use the databases in-house. Atkins Library partners with other libraries to exchange books and articles through interlibrary loan, a service that is free for UNC Charlotte students and faculty.

V. Facilities and Equipment

A. Describe facilities available for the proposed program.

The transition to the MSAT degree will be supported by the newly completed Belk Gymnasium renovations (costing ~\$18.7 million). The athletic training program will occupy over 3,700 square feet of renovated state-of-the-art facilities, including a clinical classroom, a hydrotherapy room, and a renovated Biodynamics Laboratory. In addition to the Belk Gym facility renovations, the University has invested over \$100,000 in new and upgraded equipment to support the athletic training teaching and research programs within the past year. The new facilities and equipment will serve as outstanding recruiting and teaching tools.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

As stated above, the MSAT already has its own dedicated classroom and laboratory space and thus will not require any additional space during the next decade.

C. Describe information technology and services available for the proposed program.

UNC Charlotte faculty and students have the use of Canvas, a learning management system (LMS) maintained by the central Information Technology Services unit. Support for Canvas is available 24/7. Other electronic tools include Respondus, e-portfolios, and Webex, a videoconferencing tool. In addition, the Center for Teaching and Learning offers a full range of workshops, seminars, and tutorials, both in person and online to support the use of learning technologies.

Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

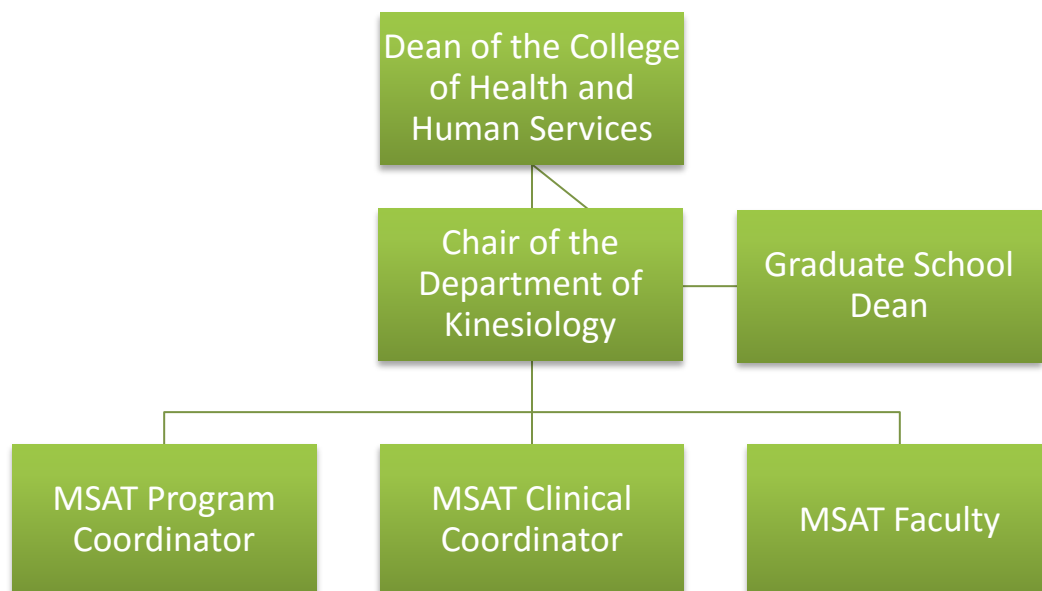
Canvas is a robust LMS platform and will support the initiation and expansion of the program. The program will not require any additional information technology or services.

VI. Administration

- A. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The MSAT will be housed in the Department of Kinesiology in the CHHS. Program faculty will report directly to the Chair of the Department of Kinesiology, who will provide administrative and financial support for the faculty. The Chair of the Department of Kinesiology will evaluate the program faculty in accordance with college rules and guidelines. The organization of the program administration is reflected in Figure 1.

Figure 1: Program Administration



- B. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
1. Admission process
 2. Registration and enrollment process for students
 3. Committee process for graduate students
 4. Plan for charging and distributing tuition and fees
 5. Management of transcripts and permanent records
 6. Participation in graduation
 7. Design of diploma

N/A

VII. Accreditation and Licensure

- A. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The Dean of CHHS and the Provost will request accreditation of the MSAT Program from the Commission on Accreditation of Athletic Training Education (CAATE). It will be the responsibility of the MSAT Program Director to provide the information requested by CAATE, to complete the required self-studies and surveys, and to maintain the records of student performance and evaluation.

Upon graduation from the MSAT students will be able to sit the Athletic Training Board of Certification Examination. The UNC Charlotte BSAT had the 2nd largest number of athletic training graduates per year in the state of North Carolina. Moreover, even with this larger program compared to other public and private institutions in the state, we have maintained excellent quality as indicated by one of the highest first-time pass rates on the national certification examination within North Carolina and within the U.S. (UNC Charlotte pass rate of 97.5%, compared to a national average of 81.6%), which we plan to sustain in the MSAT.

The clinical experience throughout the program will be coordinated by the Clinical Education Coordinator, who will establish necessary affiliation agreements with clinical sites and assure fair evaluation of student performance in those internships, and maintain records for accreditation purposes. CHHS currently supports over 600 affiliation agreements and has the experience and resources to support the internship placements of the MSAT students.

- B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

All MSAT programs must be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Since our undergraduate athletic training program is currently accredited, once given approval from the board of governors, we can file for a substantive change with CAATE (since we would be transitioning our Bachelors in athletic training to a Master's), and combine that with our normal comprehensive review, which is due in the Summer of 2018.

- C. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

This new program constitutes a substantive change and UNC Charlotte is required to submit a prospectus six months prior to the start date of Summer 2019. A prospectus will be submitted to SACSCOC no later than January 2019 to meet this requirement.

- D. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

The primary purpose of CAATE accreditation is to ensure that programs cover the required competencies to prepare students to sit for the Board of Certification Examination, as passing that exam is needed to practice as an athletic trainer.

- VIII. Supporting Fields. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Students can enter the MSAT with any bachelor's degree. We do not require students to have a specific degree, as long as they meet the pre-requisite course requirements. Since the undergraduate Exercise Science (EXER) is in the same department, and traditionally students in that program are interested in athletic training, we will recruit heavily from them. The EXER program will help support the MSAT program by providing an undergraduate degree program to students at UNC Charlotte that will prepare students for the MSAT program. All the pre-requisite courses students require to gain admittance to the MSAT are course offerings in the EXER program. We also are in the process of planning a process in which UNC Charlotte Exercise Science majors in their final year of the major could begin the MSAT program. There would be no required changes or expansion to the EXER program.

- IX. Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

N/A

- X. Budget
A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	24-Feb-17
Program (CIP, Name, Level)	CIP 51, Health Professions, Cat. III		
Degree(s) to be Granted	MS in Athletic Training	Program Year	Year 1 (2019-2020)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			20
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EHRA/SHRA Regular Salaries					
Administrative Support Assoc. (.25FTE)	\$ 9,657.00	\$ -	\$ -	\$ -	\$ 9,657.00
EHRA Academic Salaries					
Associate Professor 1.0 FTE	\$ 83,000.00	\$ -	\$ -	\$ -	\$ 83,000.00
Assistant Professor 1.0 FTE	\$ 69,500.00				\$ 69,500.00
Assistant Professor 1.0 FTE	\$ 69,500.00				\$ 69,500.00
Lecturer 1.0 FTE	\$ 59,000.00				\$ 59,000.00
NEW: Assistant Professor 1.0 FTE			\$ 67,000.00		\$ 67,000.00
Social Security	\$ 22,235.00	\$ -	\$ 5,126.00	\$ -	\$ 27,361.00
State Retirement	\$ 38,191.00	\$ -	\$ 8,730.00	\$ -	\$ 46,921.00
Medical Insurance	\$ 24,225.00	\$ -	\$ 5,700.00	\$ -	\$ 29,925.00
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
Suture Kits & IV Arm attachment	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 10,000.00

Current Services	(Identify)	\$	\$	\$	\$	-	\$
		-	-	-	-	-	-
Travel		\$	\$	\$	\$	-	\$
		6,000.00	-	1,500.00	-	-	7,500.00
Communications			\$	\$	\$	-	\$
			-	2,160.00	-	-	2,160.00
Printing and Binding		\$	\$	\$	\$	-	\$
		1,275.00	-	-	-	-	1,275.00
Advertising		\$	\$	\$	\$	-	\$
		-	-	-	-	-	-
Fixed Charges	(Identify)	\$	\$	\$	\$	-	\$
		-	-	-	-	-	-
Capital Outlay (Equipment)	(Identify)	\$	\$	\$	\$	-	\$
		-	-	-	-	-	-
Libraries		\$	\$	\$	\$	-	\$
		-	-	-	-	-	-
TOTAL ADDITIONAL COSTS		\$	\$	\$	\$	-	\$
		392,583.00	-	90,216.00			482,799.00

Narrative:

In the academic year prior to summer 2019, CHHS will be recruiting for a full-time Assistant Professor to begin in AY-2020. A portion of administrative support and 4 full-time faculty will be reallocated from the previous undergraduate Athletic Training program. The program projects and increase of 360 SCH for year 1, netting an increased tuition revenue of \$90,240, to support the new faculty position along with start-up communication costs and professional development allocation. Current resources will continue to support professional development and operating costs for the 4.25 full-time faculty and staff, and a reallocation of current funds will assist with new lab supplies and new program printing.

Tuition rate reflects a 2% increase each year from the current FY2017 rate of \$4252; medical insurance rate is based on an annual rate of \$5700, a slight increase from our current rate of \$5659.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	24-Feb-17
Program (CIP, Name, Level)	CIP 51, MS Athletic Training		
Degree(s) to be Granted	MSAT	Program Year	Year 2 (2020-2021)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			44
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EHRA/SHRA Regular Salaries					
Administrative Support Assoc. (.25FTE)	\$ 9,947.00	\$ -	\$ -	\$ -	\$ 9,947.00
EHRA Academic Salaries					
Associate Professor 1.0 FTE	\$ 85,490.00	\$ -	\$ -	\$ -	\$ 85,490.00
Assistant Professor 1.0 FTE	\$ 71,585.00			\$ -	\$ 71,585.00
Assistant Professor 1.0 FTE	\$ 71,585.00			\$ -	\$ 71,585.00
Lecturer 1.0 FTE	\$ 60,770.00			\$ -	\$ 60,770.00
NEW: Assistant Professor 1.0 FTE			\$ 67,000.00		\$ 67,000.00
Social Security	\$ 22,902.00	\$ -	\$ 5,126.00		\$ 28,028.00
State Retirement	\$ 39,337.00	\$ -	\$ 8,730.00		\$ 48,067.00
Medical Insurance	\$ 24,710.00	\$ -	\$ 5,814.00		\$ 30,524.00
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
IV Arm attachment			\$ 2,500.00		\$ 2,500.00
Keri Advanced Manikin	\$ -	\$ -	\$ 8,325.00	\$ -	\$ 8,325.00
Current Services					

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	(Identify)	\$	\$	\$	\$	-	\$
		-	-	-	-	-	-
Travel			\$	\$	\$	-	\$
			-	7,500.00			7,500.00
Communications			\$	\$	\$	-	\$
			-	2,160.00			2,160.00
Printing and Binding		\$	\$	\$	\$	-	\$
		-	-	500.00			500.00
Advertising		\$	\$	\$	\$	-	\$
		-	-	-			-
Fixed Charges							
	(Identify)	\$	\$	\$	\$	-	\$
		-	-	-			-
Capital Outlay (Equipment)							
	(Identify)	\$	\$	\$	\$	-	\$
		-	-	-			-
Libraries		\$	\$	\$	\$	-	\$
		-	-	-			-
TOTAL ADDITIONAL COSTS		\$	\$	\$	\$	-	\$
		386,326.00	-	107,655.00			493,981.00

Narrative:

The program projects and increase of 432 SCH for year 2, netting an increased tuition revenue of \$110,448. The proposed tuition revenue will continue to support the new faculty position, additional lab supplies and professional development for all full-time faculty allocated to the program. Current resources will continue to support salaries and benefits for the 4.25 full-time faculty and staff.

Tuition rate reflects a 2% increase from FY2020; a 2% medical insurance increase, and a 3% salary increase for faculty/staff.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE
Program (CIP, Name, Level)	CIP 51, MS Athletic Training	
Degree(s) to be Granted	MSAT	Program Year
		Year 3 (2021-2022)
Differential tuition requested per student per academic yr	\$0	
Projected annual FTE students	48	
Projected annual differential tuition	\$0	
Percent differential tuition for financial aid		
Differential tuition remainder	0	

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EHRA/SHRA Regular Salaries					
Administrative Support Assoc. (.25FTE)	\$ 10,245.00	\$ -	\$ -	\$ -	\$ 10,245.00
EHRA Academic Salaries					
Associate Professor 1.0 FTE	\$ 88,055.00	\$ -	\$ -	\$ -	\$ 88,055.00
Assistant Professor 1.0 FTE	\$ 73,733.00	\$ -	\$ -	\$ -	\$ 73,733.00
Assistant Professor 1.0 FTE	\$ 73,733.00	\$ -	\$ -	\$ -	\$ 73,733.00
Lecturer 1.0 FTE	\$ 62,593.00	\$ -	\$ -	\$ -	\$ 62,593.00
Assistant Professor 1.0 FTE	\$ 69,010.00	\$ -	\$ -	\$ -	\$ 69,010.00
Social Security	\$ 28,869.00	\$ -	\$ -	\$ -	\$ 28,869.00
State Retirement	\$ 49,509.00	\$ -	\$ -	\$ -	\$ 49,509.00
Medical Insurance	\$ 31,134.00	\$ -	\$ -	\$ -	\$ 31,134.00
Graduate Stipends					
(Identify number, amount)	\$ -				
Supplies and Materials					
Current Services					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ 7,500.00	\$ -	\$ 7,500.00

Request to Deliver
Last updated 1/12/16

Communications	\$	\$	\$	\$	-	\$
	-	-	2,160.00			2,160.00
Printing and Binding	\$	\$	\$	\$	-	\$
	-	-	500.00			500.00
Advertising	\$	\$	\$	\$	-	\$
	-	-	-			-
Fixed Charges						
(Identify)	\$	\$	\$	\$	-	\$
	-	-	-			-
Capital Outlay (Equipment)						
(Identify)	\$	\$	\$	\$	-	\$
	-	-	-			-
Libraries	\$	\$	\$	\$	-	\$
	-	-	-			-
TOTAL ADDITIONAL COSTS	\$	\$	\$	\$	-	\$
	486,881.00	-	10,160.00			497,041.00

Narrative:

In year 3 the program will meet its capped enrollment of 48 students, only a 72 SCH increase from year 2, and \$18,776 in additional tuition revenue. At this point current institutional resources will be allocated to cover all program faculty and staff salaries and benefits. The additional tuition revenue will be utilized to cover operating costs and professional development of program faculty.

Tuition rate reflects a 2% increase from FY2021; a 2% medical insurance increase, and a 3% salary increase for faculty/staff.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	24-Feb-17
Program (CIP, Name, Level)	CIP 51, MS Athletic Training		
Degree(s) to be Granted	MSAT	Program Year	Year 4 (2022-2023)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			48
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			0%
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EHRA/SHRA Regular Salaries					
Administrative Support Assoc. (.25FTE)	\$ 10,552.00	\$ -	\$ -	\$ -	\$ 10,552.00
EHRA Academic Salaries					
Associate Professor 1.0 FTE	\$ 90,697.00	\$ -	\$ -	\$ -	\$ 90,697.00
Assistant Professor 1.0 FTE	\$ 75,945.00	\$ -	\$ -	\$ -	\$ 75,945.00
Assistant Professor 1.0 FTE	\$ 75,945.00	\$ -	\$ -	\$ -	\$ 75,945.00
Lecturer 1.0 FTE	\$ 64,471.00	\$ -	\$ -	\$ -	\$ 64,471.00
Assistant Professor 1.0 FTE	\$ 71,080.00	\$ -	\$ -	\$ -	\$ 71,080.00
Social Security	\$ 29,735.00	\$ -	\$ -	\$ -	\$ 29,735.00
State Retirement	\$ 50,995.00	\$ -	\$ -	\$ -	\$ 50,995.00
Medical Insurance	\$ 31,785.00	\$ -	\$ -	\$ -	\$ 31,785.00
Graduate Stipends (Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Current Services (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -

Request to Deliver
Last updated 1/12/16

Travel	\$	\$	\$	\$	-	\$
	7,500.00	-				7,500.00
Communications	\$	\$	\$	\$	-	\$
	2,160.00	-	-			2,160.00
Printing and Binding	\$	\$	\$	\$	-	\$
	500.00	-	-			500.00
Advertising	\$	\$	\$	\$	-	\$
	-	-	-			-
Fixed Charges						
(Identify)	\$	\$	\$	\$	-	\$
	-	-	-			-
Capital Outlay (Equipment)						
(Identify)	\$	\$	\$	\$	-	\$
	-	-	-			-
Libraries	\$	\$	\$	\$	-	\$
	-	-	-			-
TOTAL ADDITIONAL COSTS	\$	\$	\$	\$	-	\$
	511,365.00	-	-			511,365.00

Narrative:

In year 4 the program cap of 48 students continues and recognizes no SCH increase. At this point current institutional resources are allocated to cover all program faculty, staff salaries, benefits and operating costs.

Tuition rate reflects a 2% increase from FY2022; a 2% medical insurance increase, and a 3% salary increase for faculty/staff.

B. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), will the campus:

1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

Enrollment increase funds will be sought in years 1-2 primarily to fund one faculty position that will be needed to support the additional required courses. These funds also may support communications, printing, and supplies in years 1-3

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.

No

- a. State the amount of tuition differential or program-specific fees that will be requested.
- b. Describe specifically how the campus will spend the revenues generated.
- c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided. Please see attached letter from Provost Joan Lorden (Attachment 5).

XI. Evaluations Plans.

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

SLO #1: Students will identify risk factors and implement risk reduction plans for patients/clients participating in physical activity, complying with standard operating procedures and regulatory requirements to minimize likelihood of injury and illness.

Instruction on this learning outcome will take place in:

ATRN 6100: Lecture topics, written exams and lab reports

ATRN 6107: Lecture topics, Paper, oral presentation

ATRN 6118: Lecture topics, project

Each of these courses contains aspects that scaffold upon one another to provide the student with the ability to achieve the learning outcome.

Outcomes will be assessed by: Project in ATRN 6118

Success will be measured by: Students achieving 80% proficiency on the project in ATRN 6118.

SLO #2: Students will identify accurate clinical diagnoses and select an appropriate care plan, utilizing individual patient histories and diagnostic testing results.

Instruction on this learning outcome will take place in:

ATRN 6104: Lecture topics, written exams
ATRN 6109: Lecture topics, practical exams
ATRN 6110: Lecture topics, practical exams
ATRN 6114: Lecture topics, practical exams

Each of these courses contains aspects that scaffold upon one another to provide the student with the ability to achieve the learning outcome.

Outcomes will be assessed by: Practical exams in ATRN 6104, 6109, 6110, and 6114

Success will be measured by: Students achieving 80% proficiency on all practical exams.

SLO #3: Students will be able to distinguish between life threatening and non-life threatening illnesses/injuries, implement proper emergency care when applicable, and/or transfer care in a timely manner.

Instruction on this learning outcome will take place in:

ATRN 6100: Lecture topics, written and practical exams
ATRN 6104: Lecture topics, written practical exams
ATRN 6109: Lecture topics, written and practical exams
ATRN 6110: Lecture topics, written and practical exams
ATRN 6114: Lecture topics, written and practical exams

Each of these courses contains aspects that scaffold upon one another to provide the student with the ability to achieve the learning outcome.

Outcomes will be assessed by: Written and Practical exams in ATRN 6100, 6104, 6109, 6110, and 6114

Success will be measured by: Students achieving 80% proficiency on all written and practical exams.

SLO #4: Students will be able to administer therapeutic interventions with the goal of rehabilitation and recondition of injuries, illnesses, and general medical conditions; achieving optimal activity level based on core concepts; using the applications of therapeutic exercise, modality devices, and manual techniques.

Instruction on this learning outcome will take place in:

ATRN 6105: Lecture topics, written and practical exams
ATRN 6111: Lecture topics, written and practical exams
ATRN 6113: Lecture topics, written practical exams
ATRN 6114: Lecture topics, written and practical exams
ATRN 6116: Lecture topics, written and practical exams

Each of these courses contains aspects that scaffold upon one another to provide the student with the ability to achieve the learning outcome.

Outcomes will be assessed by: Rehabilitation Plan of Care Assignment in ATRN 6116.

Success will be measured by: Students achieving 80% proficiency on the Rehabilitation Plan of Care Assignment.

SLO #5: Students will be able to integrate best practices in the construction and implementation of policy, documentation of patient interactions, and business strategies to promote optimal patient care and employee well-being.

Instruction on this learning outcome will take place in:

ATRN 6118: Lecture topics, written exam and projects

Outcomes will be assessed by: Administration Project in ATRN 6118.

Success will be measured by: Students achieving 80% proficiency on the Administration Project.

- B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

The program will utilize the outcome metrics mandated by CAATE. These include the following:

3 year aggregate pass rate on board of certification examination
Annual Enrollment
On Time Graduation Rate (3 years from start of program)
Programmatic Attrition
Graduate Survey
Employer Survey
Objective Outcome Measures for Each SLO

- C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

The program will be required to assess SLO outcomes and prepare a Report of Current Status every year to meet university and CAATE requirements. The SLO review will be done at the conclusion of the Spring semester and will entail faculty meeting and reviewing the objective and subjective outcome measures for each SLO and then determining a course of action for any corrective measures.

- XII. Attachments. Attach the final approved Request to Plan as the first attachment following this document.

Attachment 1: Request to Plan

Attachment 2: Consulted Institutions

Attachment 3: MSAT Course Sequencing

Attachment 4: Faculty Roster Form

Attachment 5: Provost Letter of Support

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Philip Nabori Date: 9/26/17

Chancellor (Joint Partner Campus): _____ Date: _____



UNC CHARLOTTE

Office of the Chancellor

9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704.687.5700 f/ 704.687.1700 www.uncc.edu

January 13, 2017

Dr. Kimberly van Noort
Vice President for Academic Programs and Instructional Strategy
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Plan a Master of Science in Athletic Training (MSAT). The proposed program will expand on our successful existing B.S. in athletic training and replace it with a new graduate program, as required by the National Athletic Trainers Association and the Commission on Accreditation of Athletic Training Education. Our joint preamble is also submitted in conjunction with the other University of North Carolina campuses also proposing programs: Appalachian State University, UNC Pembroke, UNC Wilmington, and Western Carolina University.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
Nan Fey-Yensan, Dean, College of Health and Human Services
Courtney Thornton, Associate Vice President for Research and Graduate
Education
Cody Thompson, Coordinator for Academic Planning



**The Master of Science in Athletic Training Degree: Creating Athletic Training
Professional Master's Programs in North Carolina
PREAMBLE**

January 23, 2017

Submitted to:

University of North Carolina - General Administration

Respectfully Submitted by:

Fredrick K. Whitt, Ph.D.
Founding Dean, Beaver College of Health Sciences
Appalachian State University

Nancy L. Fey-Yensan, Ph.D., R.D.
Dean, College of Health and Human Services
University of North Carolina Charlotte

Alfred Bryant, Jr., Ph.D.
Dean, School of Education
University of North Carolina Pembroke

Charles J. Hardy, Ph.D.
Founding Dean, College of Health and Human Sciences
University of North Carolina Wilmington

Douglas Keskula, PT, Ph.D., LAT, ATC
Dean, College of Health and Human Sciences
Western Carolina University

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I. Executive Summary

- National standards are changing for the entry-level credential for Athletic Trainers from a Bachelor's to a Master's level.
- In North Carolina and 48 other states, Athletic Trainers must be nationally credentialed and licensed/regulated by their respective state to practice.
- To continue to meet state need, five University of North Carolina (UNC) institutions are each proposing an Athletic Training Professional Master's Program, bringing the total number of UNC Programs to seven.
- Each UNC Program serves a distinct student population and meets distinct student and societal needs across North Carolina.

II. Introduction

Athletic Trainers have a vital role in the delivery of healthcare for sport and life as “multi-skilled healthcare professionals who collaborate with physicians to provide [preventive] services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.”¹ Programs offering the entry-level degree required to become certified and practice as an Athletic Trainer are known as Athletic Training Professional Programs, and they can currently be at the Bachelor's or Master's level. Historically, most programs have offered a Bachelor's degree. Certified Athletic Trainers wanting advanced knowledge and skills in athletic training can enter a graduate school program for a Master's degree; these degree programs are known as Athletic Training Post-Professional Programs.

There is a strong national trend towards requiring graduate-level education as the entry point for the practicing clinician in healthcare professions, especially peer healthcare professions to athletic training. Occupational therapy, physician assistant (as of the year 2020), and speech and language pathology programs all require a Master's degree. Over the past ten years institutions across the United States have begun offering Athletic Training Professional Programs at the Master's level. Thus, it was not surprising when, in 2015, the Athletic Training Strategic Alliance decided to require accredited Athletic Training Professional Programs to grant a Master's degree as the entry-level degree in the field of athletic training.² Following that decision, the Commission on Accreditation of Athletic Training Education (CAATE) revised the standards for accreditation, mandating this change. The degree change does not reflect so-called “degree creep.” Universities are developing new Master's degree programs to comply with expanding competencies, advanced content and immersive clinical education requirements from the CAATE. While it is uncertain at this time what will be the result for existing Athletic Training Post-Professional Programs, what is certain is that institutions currently operating Athletic Training Professional Bachelor's Programs must begin the process of phasing out these Programs, and determine whether to offer Athletic Training Professional Master's Programs.

Presently, five universities within the University of North Carolina (UNC) system (Appalachian State University, UNC Charlotte, UNC Pembroke, UNC Wilmington, and Western Carolina University) have decided to propose an Athletic Training Professional Master's Program. Once approved by the UNC system, each university will begin the process of notifying the CAATE of

the intent to change degree status. The first Athletic Training Professional Master's Program cohort from these institutions could be enrolled as early as summer 2019. *Note: Two other UNC institutions, East Carolina University and UNC-Greensboro, already have Board of Governors authorization to offer an Athletic Training Professional Master's Program.*

III. The Advantages of Graduate-Level Education for Athletic Trainers

Professional education at the graduate level facilitates many aspects of enhancement and advancement for the athletic training environment:³

Professional education should not compete with general education, the liberal arts, and an increasingly necessary strong foundation in health-related sciences. There is tremendous value in general education and liberal arts studies that help to develop a well-rounded, critical thinker. A focused professional graduate education in athletic training allows students to maximize the benefits of both undergraduate and professional education. At the undergraduate level, students' time and effort are focused on pre-professional coursework, and they can better participate in extra-curricular activities such as athletics, on- or off-campus employment, or experiences such as undergraduate research or study abroad. At the graduate level, more mature, focused students can concentrate on professional coursework, have more robust and immersed clinical experiences, and be more prepared for autonomous clinical practice. This professional focus is evidenced by recent Board of Certification, Inc. (BOC) examination data showing higher pass rates for students in Athletic Training Professional Master's Programs.⁴

Graduate-level education will facilitate better alignment with other healthcare profession programs within their institutions. Alignment with similar professions at similar academic levels can facilitate interprofessional education and collaboration of resources, personnel, and learning experiences.

Professional education at the graduate level enhances retention of students who are committed to the pursuit of a career in athletic training. A survey³ of 2010 – 2012 graduates showed 98% of those with a Master's degree intended to practice as an Athletic Trainer, compared to 74.2% of those with a Bachelor's degree. The Master's degree provides a more deliberate and intentional decision to pursue athletic training as a "destination profession." This move also attracts a better-prepared student who can assimilate the increasingly complex concepts that are foundational for athletic training practice.

Salary data suggests there are positive differences in average annual income between Athletic Trainers with Master's and Bachelor's degrees. However, there is no direct empirical evidence a graduate degree will or will not result in enhanced employment opportunities or salaries for Athletic Trainers. The National Athletic Trainers' Association conducts a salary survey every two years. Average salaries by degree in the 2016 survey were \$42,651 (Bachelor's), \$52,906 (Master's), and \$80,961 (Doctorate). Closer alignment of the degree with peer professions with which athletic training competes in the marketplace may help employment opportunities and wages.

IV. Curriculum

The following highlights the essential elements present in all Athletic Training Professional Programs:⁵

- A competency-based approach, using a medical-based education model
- Didactic and clinical education components provide instruction in eight content areas
 - Evidenced-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility
- CAATE provisional requirements for Athletic Training Professional Master's Programs
 - Academic programs must span a minimum of two academic years; a 4+1 degree does not meet accreditation standards
 - Clinical education must include at least one immersive, full-time experience at least four weeks long, within the academic program
 - Planned interprofessional education across the program
 - Prerequisite knowledge in biology, chemistry, physics, psychology, anatomy, and physiology
 - Program foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, human anatomy, and public health
 - At least three core faculty, each having contemporary clinical expertise in assigned teaching areas, and each with an identified line of scholarship

V. Student Demand

Student demand for Athletic Training Professional Master's Programs is expected to grow over the next ten years as the number of Bachelor's programs in North Carolina and the United States are eliminated and societal demand increases. By proactively seeking to plan, establish, and implement an Athletic Training Professional Master's Program prior to the fall 2022 CAATE mandate, these UNC institutions will be better prepared to meet student demand and produce qualified graduates.

Undergraduate students involved in athletics, student government, or other campus organizations often do not enroll in Athletic Training Professional Bachelor's Programs due to the substantial time requirements of professional education programs; many of these programs do not allow admitted students to participate in these extracurricular activities. Placing the professional degree at the Master's level provides an opportunity for these students to be fully engaged in the undergraduate experience and then shift their focus full-time on the professional requirements of athletic training at the graduate level. The *Professional Education in Athletic Training: An Examination of the Professional Degree Level* white paper³ discussed the importance of having healthcare professional education programs that do not compete with general education, liberal arts, and foundational science requirements because it detracts from the effectiveness of the professional educational experience and the undergraduate educational experience.

Current enrollment in Athletic Training Professional Bachelor's Programs in North Carolina and the United States are equivalent (Table 1). It is too early to identify if the average enrollment in Athletic Training Professional Master's Programs in North Carolina will become equivalent with the United States average enrollment. Table 2 provides a summary of Programs in North Carolina and their degree level status. There are eighteen Athletic Training Professional Bachelor's Programs, thirteen of which provided data for this Preamble, including five of the seven programs that have indicated intentions to voluntarily phase out or withdraw accreditation for their program. It is expected that students from these seven institutions that intend to pursue an athletic training degree would do so at other programs in the state. The five UNC institutions identified in the Preamble are in a position to meet the student demand across the state for students seeking an Athletic Training Professional Master's Program. Note: Institution specific data, including student survey data, are provided in the Request to Plan documents.

Table 1. Average enrollment in Athletic Training Professional Programs+		
	NC average enrollment	US average enrollment
Bachelor's Programs*	35.5 (N=13)	37.2 (N=335)
Master's Programs^	19.5 (N=2)	27.7 (N=39)

+2014-2015 CAATE Annual Report data self-reported by each program.⁴

*18 Bachelor's Programs in NC; only 13 provided self-reported data.

*3 Master's Programs in NC; 2 provided self-reported data; one is a new program with no data yet to report.

Table 2. Athletic Training Professional Programs in North Carolina			
Institution	Bachelor's Program developing Master's Program	Bachelor's Programs Voluntarily Withdrawing Accreditation	Master's Programs
<i>Appalachian State University</i>	<i>Public</i>		
<i>UNC Charlotte</i>	<i>Public</i>		
<i>UNC Pembroke</i>	<i>Public</i>		
<i>UNC Wilmington</i>	<i>Public</i>		
<i>Western Carolina University</i>	<i>Public</i>		
Mars Hill University	Private*		
Wingate University	Private*		
Catawba College	Private*		
Methodist University	Private*		
East Carolina University	Public**		Public**
NC Central University		Public	
UNC – Chapel Hill		Public	
Barton College		Private	
Gardner Webb University		Private	
Greensboro College		Private	
Lees-McRae College		Private	
Shaw University		Private	
Campbell University^			
UNC - Greensboro			Public
High Point University			Private
Lenoir-Rhyne University			Private

*Program Directors indicated they were in the process of requesting a Master's Program from their respective administrators.

**Currently offering a Bachelor's Program and revising the BOG approved Master's Program.

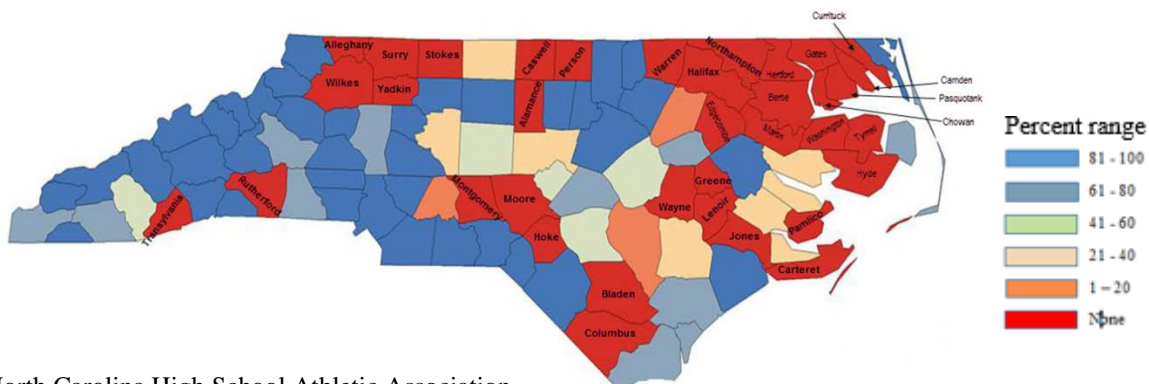
^Current status is unknown at this time.

VI. Societal Demand

Societal demand for Athletic Trainers is substantial and growing. During the 2013-2014 academic year, 7.8 million student-athletes participated in sports.⁶ Athletic Trainers are identified in state laws as key healthcare providers in the recognition, evaluation, and treatment of injuries, including concussions, which occur during sports participation. Having appropriate medical coverage in the middle school and high school setting is essential to prevent injuries and sudden death among student-athletes. Recently, the Korey Stringer Institute conducted a national study⁷ on high school athletic training services. The results indicated that while 70% of public secondary schools acknowledged the importance of athletic training services, only 37% of high schools in the United States currently provide full-time athletic training services.

A recent study⁸ on athletic training availability in North Carolina public high schools found that only 62% of the 394 public high schools have full-time Athletic Trainers. This study has been presented to several organizations within the state, including healthcare providers, athletics administrators, coaches, and parent organizations, which are seeking to increase the presence of Athletic Trainers at their events. Some North Carolina counties currently have no Athletic Trainers serving their high schools (Figure 1). As the state works to expand athletic training services to all high schools, graduates from Athletic Training Professional Master's Programs will be prepared to fill those positions.

Figure 1. Percentage of NCHSAA* member high schools with full time athletic training services



Athletic Trainers are becoming an integral part of the job market. The traditional settings for athletic training employment are in colleges and universities (19%), high schools (18%), and professional sports (2%). Athletic Trainers who are employed primarily in these traditional settings while enrolled in an advanced degree program represent 27%. However, 34% of Athletic Trainers are employed in non-traditional settings, such as hospitals or clinics (17%), other uncategorized settings (15%), and emerging settings such as military, public safety, and performing arts (2%).⁹ These emerging settings present additional untapped opportunities for growth.

Evidence of societal demand and employability for Athletic Trainers is available from labor market sources, industry reports, professional organizations, and a variety of news sources.

Labor market information indicates strong projections for athletic training employment. The NC Works data projects a 1.8% annual percentage growth between 2012 and 2022 (Table 3). The Bureau of Labor and Statistics¹⁰ projects a 21% growth between 2014 and 2024. A 2011 article in the New York Times¹¹ listed Athletic Trainers as one of the top ten fastest growing occupations, projecting 6,000 new jobs by 2018. In 2014, Business Insider identified Athletic Training as number five on their list of *The 20 College Majors That Lead To The Most Satisfying Careers*.¹² The five institutions requesting to plan an Athletic Training Professional Master’s Program are poised to meet the growing demand for Athletic Trainers in a variety of employment settings in North Carolina and across the United States.

Table 3. NC Works data – Net growth				
Occupation	2012 Estimated Employment	2022 Projected Employment	2012 - 2022 Employment Change	Annual Percent Change
Athletic Trainers	509	610	101	1.8%
All Healthcare Occupations	32,065	39,812	7,747	2.0%
All Occupations	4,263,796	4,812,446	548,650	1.2%

VII. Unnecessary Duplication

The five UNC institutions requesting to plan an Athletic Training Professional Master’s Program are in a position to meet the needs and demands of their respective regions, the state of North Carolina, and surrounding states, without unnecessary duplication. For the five institutions identified in this Preamble, graduates from their respective Athletic Training Professional Programs are successful in finding employment as an Athletic Trainer or enrolling in advanced experiences (e.g., post-professional degree, fellowship, residency, or internship). Table 4 displays the percentage of graduates employed as an Athletic Trainer, including employment in North Carolina. Table 5 displays the percentage of graduates enrolled in another degree or advanced training program (e.g., post-professional degree, fellowship). Table 6 displays a summary of graduate placement. These five institutions are well distributed across the state and graduates are filling available jobs in the state and beyond.

Note: Graduates from Athletic Training Professional Bachelor’s Program who enroll in a post-professional degree are often simultaneously employed as a Graduate Assistant Athletic Trainer in various settings and frequently receive stipends, tuition reimbursement and/or insurance in exchange for the services they provide as Certified Athletic Trainers. This employment decision is chosen to provide a smoother transition to practice for novice Athletic Trainers while they receive advanced practice training. Many employers are converting their graduate assistant positions into internships in anticipation of the degree change. Transitions to practice options for graduates from Athletic Training Professional Master’s Programs are and will be increasingly available via internships, residency and fellowship programs across the United States.

Table 4. NC Athletic Training Professional Bachelor's Programs: Percent of graduates employed as Athletic Trainers						
Institution	2012-2013	2013-2014	2014-2015	2015-2016	4 year Mean	Employed in NC
Appalachian State University	93%	72%	94%	92%	88%	47%
UNC Charlotte	82%	54%	67%	75%	70%	73%
UNC Pembroke	86%	41%	33%	75%	59%	82%
UNC Wilmington	92%	100%	100%	67%	90%	39%
Western Carolina University	100%	94%	89%	66%	88%	44%

Table 5: NC Athletic Training Professional Bachelor's Programs: Percent of students enrolled in post-professional degree programs					
Institution	2012-2013	2013-2014	2014-2015	2015-2016	4 year Mean
Appalachian State University	7%	14%	0	8%	7%
UNC Charlotte	18%	29%	8%	0	18%
UNC Pembroke	43%	30%	25%	50%	36%
UNC Wilmington	43%	22%	22%	33%	34%
Western Carolina University	0	6%	11%	25%	10%

Table 6: NC Athletic Training Professional Bachelor's Programs: Graduate placement summary (employment or enrolled in post-professional degree programs)					
Institution	2012-2013	2013-2014	2014-2015	2015-2016	4 year Mean
Appalachian State University	100%	86%	94%	100%	95%
UNC Charlotte	100%	83%	75%	75%	87.5%
UNC Pembroke	100%	100%	100%	100%	100%
UNC Wilmington	100%	100%	100%	33%	85%
Western Carolina University	100%	100%	100%	91%	98%

A summary of a four-year history of enrollment and degrees awarded in Athletic Training Professional Programs currently operating in North Carolina is provided in Table 7. Twenty-one institutions offer Athletic Training Professional Programs in North Carolina; three programs offer a Master's degree and eighteen programs offer a Bachelor's degree. Athletic Training Program Directors were contacted and asked to provide these data from their respective CAATE Annual Report; these data provided were self-reported. Five programs did not provide data. Overall, the total number of Athletic Training Professional Programs in North Carolina and the United States is expected to decrease. Furthermore, each UNC Institution identified in this Preamble is proposing to offer distinct areas of interest in their Athletic Training Professional Master's Programs. Therefore, the establishment of these programs would not create unnecessary duplication.

Collaboration

Presently, the five universities identified in this Preamble have discussed opportunities for collaboration. However, accreditation requirements can create challenges that limit the level of practical partnerships. Consortium programs require additional funding and compliance with accreditation standards. Online courses must meet the learning outcomes within each program and be offered at a point in time most beneficial for each institution's curricular plan. Shared clinical sites across the state require additional affiliation agreements specific to each program and institution. Even with these potential barriers, there is a genuine willingness amongst the five universities to explore collaborative opportunities during the Request to Establish phase of approval.

The mode of delivery in Athletic Training Professional Programs is largely the same across the state. The curriculum is a combination of structured didactic and clinical courses to meet program and learning outcomes. Didactic courses are traditionally offered in a face-to-face or hybrid format with an occasional online/web-based course. Clinical courses facilitate the knowledge acquired in the didactic courses into skill acquisition and application in authentic, real-time patient care experiences. Didactic courses occur at the institution, whereas the clinical education occurs across a variety of affiliate sites in multiple settings, such as universities/colleges, high schools, clinics/hospitals, industry (e.g., Boeing, GE, Toyota), and physician practices. UNC Online course exchange could be a possible avenue for online courses, such as pharmacology, organization and administration, psychosocial issues and behavioral health, and nutritional concepts.

Guest lecturing across programs in our respective areas of expertise is another low cost opportunity. Utilizing faculty expertise across the UNC system through guest speakers/lecturing, case study reviews, problem based learning scenarios, and journal clubs would be a cost effective and feasible means of collaboration that preserves the hands-on instruction that is essential to teaching clinical skills. Course sequencing could be developed appropriate to the respective institutions and faculty with content expertise could be scheduled to appear via distance learning technologies at various times throughout the year at any of the institutions. Such collaborative efforts would increase students' exposure to athletic training faculty. Furthermore, students would have no additional costs, institutions would have no additional accreditation fees, and faculty workload and responsibilities would have minimal interruption.

While defined and specific details are unknown as this time, the Request to Establish phase will provide an opportunity for programs to explore collaborative experiences that benefit the students and the institution while meeting accreditation requirements. Furthermore, programs can look within their institutions for collaboration with other similar healthcare programs on space, equipment, course delivery, and other resource-sharing opportunities. Such collaborations are not only beneficial to all programs, but largely mandated by accreditation standards requiring interprofessional education across the curriculum.

Table 7. North Carolina Athletic Training Professional Programs: Four-year enrollment & degrees awarded*

Institution	Public/ Private	Professional Degree Level	Enrollment/Degrees Awarded			
			2012-2013	2013-2014	2014-2015	2015-2016
Lenoir-Rhyne University	Private	Master's	15 / 3	25 / 12	20 / 12	18 / 8
High Point University**	Private	Master's				
UNC Greensboro	Public	Master's	15 / 8	17 / 7	19 / 10	18 / 9
East Carolina University^	Public	Master's				
East Carolina University	Public	Bachelor's	75 / 25	65 / 23	44 / 18	45 / 19
Appalachian State University	Public	Bachelor's	60 / 14	63 / 14	68 / 16	63 / 14
UNC Charlotte	Public	Bachelor's	27 / 11	48 / 17	51 / 12	52 / 16
UNC Pembroke	Public	Bachelor's	31 / 7	27 / 10	24 / 4	15 / 4
UNC Wilmington	Public	Bachelor's	37 / 13	37 / 10	40 / 9	35 / 9
Western Carolina University	Public	Bachelor's	52 / 15	56 / 15	64 / 20	74 / 12
Gardner Webb University	Private	Bachelor's	9 / 1	14 / 4	15 / 4	14 / 5
Mars Hill University	Private	Bachelor's	15 / 4	31 / 5	27 / 6	27 / 13
Wingate University	Private	Bachelor's		31 / 8	28 / 8	31 / 8
NC Central University+	Public	Bachelor's	36 / 9	39 / 7	38 / 17	25 / 9
UNC Chapel Hill+	Public	Bachelor's	47 / 14	43 / 15	41 / 12	45 / 12
Barton College+	Private	Bachelor's	2 / 2	5 / 5	2 / 2	5 / 5
Greensboro College+	Private	Bachelor's	18 / 8	18 / 5	20 / 3	18 / 9
Catawba College	Private	Bachelor's				
Lees-McRae College+	Private	Bachelor's				
Shaw University+	Private	Bachelor's				
Campbell University#	Private	Bachelor's				
Methodist University	Private	Bachelor's				

*The point of program enrollment (ie, freshman versus sophomore year) varies between programs.

**First cohort admitted Fall 2016; no four year data available from 2012-2016.

+Indicated a voluntary withdrawal of accreditation.

^Currently offering an Athletic Training Professional Bachelor's Program and revising the BOG approved Athletic Training Professional Master's Program.

#current status is unknown at this time.

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UNIVERSITY OF NORTH CAROLINA

REQUEST TO PLAN

A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date: January 13, 2017

Constituent Institution: University of North Carolina Charlotte

Is the proposed program a joint degree program? Yes ___ No X

Joint Partner campus _____

Title of Authorized Program: Athletic Training Degree Abbreviation: MSAT

CIP Code (6-digit): 51.0913 Level: B ___ M X I ___ D ___

CIP Code Title: Athletic Training/Trainer

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes ___ No X

If yes, list suggested UNC Specialty Area Code(s) here _____

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes ___ No X

Proposed term to enroll first students in degree program: Term Summer Year 2019

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification and prospectus prior to implementation for new degree programs. Notification of this new degree program will be provided to SACSCOC after approval by the University of North Carolina Board of Governors and prior to implementation.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online 40%
 - Program will be listed in UNC Online
 - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)
 - Instructor present (off-campus delivery)
 - Instructor remote (site-based distance education)

The National Athletic Trainers Association (NATA) and the Commission on Accreditation of Athletic Training Education (CAATE), with the full support of the Board of Certification and the NATA Research and Education foundation, announced on May 20, 2015 that the entry-level professional degree in athletic training will change to the master's level (found at:

<http://www.atstrategicalliance.org/statements/strategic-alliance-degree-statement>).

This decision will eliminate all undergraduate athletic training degree programs nationally. To keep with the required standards of the profession, we must transition our BSAT degree to an MSAT degree within the next seven years.

The MSAT is a two-year 90-credit degree program. The target audience will be students with an undergraduate degree in Exercise Science or related field of study that want to become athletic trainers. Upon completion of the degree students would sit for the national certification exam and will enter the work force as a certified athletic trainer. Athletic trainers are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Employment settings include hospitals, physician practices, outpatient rehabilitation centers, industrial facilities, colleges and universities, and secondary schools. The transition to the MSAT degree will be supported by the newly completed Belk Gymnasium renovations (costing ~\$18.7 million). The athletic training program will occupy over 3700 square feet of renovated state-of-the-art facilities, to include a clinical classroom, a hydrotherapy room, and a renovated Biodynamics Laboratory supporting Athletic Training faculty. In addition to the Belk Gym facility renovations, the University has invested over \$100,000 in new/upgraded equipment to support the athletic training teaching and research programs within the past year. The new facilities and equipment will serve as outstanding recruiting tools.

- b. How does the proposed program align with system, institutional and unit missions and strategic plans?

First, the transition to a MSAT contributes to the goals of the University and College to increase graduate enrollment to comprise 25% of the total UNC Charlotte student enrollment. Secondly, the B.S. in athletic training program is engaged in community partnerships throughout the Charlotte region, which supports the University's and College's missions to be a community-engaged University. The B.S. in athletic training currently has students in clinical practicum rotations at 19 different sites. These 19 different sites include local universities/colleges, high schools (both rural and urban), and clinical facilities. We would continue to maintain and increase these clinical practicum sites when we transition from a BSAT degree to an MSAT degree. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, environmental, health and social needs of the greater Charlotte region. Our students and faculty are active at these 19 sites impacting the health and social needs of the patients being treated at those sites while educating patients on prevention, care and treatment of illness and injury. Additionally, since these clinical sites cover different patient populations (age, gender, sports activities, race, socioeconomic status), our students increase their cultural competence and are better prepared to meet the health care needs of a diverse society upon graduation. UNC Charlotte is North Carolina's urban research university. Working with the community and with the aforementioned clinical sites affords students as well as research faculty access to data that can have significant impact on the field of sports medicine and the population at large. Moreover, the transition of the B.S. in athletic training to an MSAT will allow us to expand our clinical practicums to areas outside of the Charlotte area.

The MSAT at UNC Charlotte will support the mission and strategic plan of UNC Charlotte to improve access, foster research, promote diversity and connect to the community as outlined in the 2010-2015 UNC Charlotte Strategic Plan. Additionally, it contributes to the University and College goals to increase graduate enrollment to comprise 25% of the total UNC Charlotte student enrollment. The MSAT program will be available to students who have a bachelor's degree in a related field and meet the required pre-requisites of the program. Additionally, students currently enrolled our B.S. in Exercise Science Program will have the ability to apply to an early entry option where they would graduate in five years with both the B.S. in Exercise Science and MSAT degrees. This will improve access to the MSAT Program and increase the number of students that are able to enroll in our program and graduate, thereby helping to increase our enrollment and retention to ~28 students per cohort. Additionally, we will offer the second year of coursework entirely online, which will improve access to the program. Having an online second-year program allows students to relocate elsewhere after the first year of the program if they desire. During the second year they could live at more preferred geographic locations, giving students the freedom to do clinical rotations at facilities that are best suited for their professional goals and personal needs. This will also help expand our clinical opportunities beyond the Charlotte region and thereby further meet the engagements initiatives in UNC Charlotte's mission statement.

Research is a significant component of the athletic training program, and is one of the UNC Charlotte BSAT Program strengths. Over 58% of our current BSAT students participate in research independent study. These independent studies range from students helping with research projects to students conducting their own research through the honors program in the department. The MSAT will increase the research aspect of the educational program, which will better prepare students in the process of conducting and analyzing research and employing those findings in clinical practice. Using the appropriate evidence to drive patient care is a major part of an effective athletic trainer's job. Having access to patients and working at numerous clinical sites allows our students abundant opportunities for research experiences. One of the caveats of moving the athletic training degree from a bachelor's to a master's degree is a greater ability to collaborate and work with other allied health professionals as mandated in the accreditation standards for athletic training. Transitioning to a MSAT program will promote further research collaborations amongst the various research scopes within the Department of Kinesiology (Clinical Exercise Physiology, Biodynamics, Systems Physiology), as well as the College of Health and Human Services (Nursing, Social Work, Public Health) and provide great opportunities for collaborative research. These collaborations will enforce the principles of interdisciplinary healthcare, which is a driving force behind much recent advancement in the medical field.

In addition to the research collaborations in the Department of Kinesiology and the College of Health and Human Services, there are opportunities to examine courses that could be shared between the various clinical master's degrees offered. The accreditation body for athletic training programs is beginning to examine inter-professional education and the need for more cross-listed coursework. There is the potential for the MSAT to share coursework with the Clinical Exercise Physiology concentration of the M.S. in Kinesiology program. There are courses currently offered in the numerous Nursing master's degree programs as well as Public Health Sciences, which, if available, could serve students in our MSAT program (and vice-versa). Additionally, much of the coursework could be open to students in other related master's degree programs. Similar to research, this opportunity to have students in different master's degree programs (Athletic Training, Clinical Exercise Physiology, Nursing, and Public Health) in some of the same courses could serve as an invaluable learning experience for all students. It would strengthen the MSAT Program by having that inter-professional education, which is important for clinical practice.

Another example of overlap between the proposed program and existing programs is that all four athletic training faculty positions also support the Pre-Kinesiology, Exercise Science, and/or M.S. in Kinesiology Programs. We currently have four full-time faculty members who teach in the BSAT Program. The BSAT Program faculty currently teach only 1.38 FTE's worth of credit hours (33 credit hours per year) that are exclusive to the BSAT Program. The rest of the credit hours required for BSAT students to complete their upper-division coursework are from courses shared with other programs. Combined, the total credit hours required to graduate from the BSAT Program equate to 2.25 FTE's worth of faculty time, which is comparable to the entry-level MSAT Program at UNC Greensboro, requiring 2 FTEs. With the transition to a MSAT, our Athletic Training faculty teaching roles would not change. We feel it is an advantage to maintain current Athletic Training faculty teaching roles within undergraduate courses so that we can better engage with and recruit students who are interested in our early enrollment option for the MSAT.

Our 19 clinical sites provide a great avenue for connecting with our community. Our athletic trainers and students not only work and interact with the athletic trainers employed at those sites but other medical professionals, athletic directors, coaches and, most importantly, athletes and their respective families. As we transition to the MSAT, we will increase our clinical sites to accommodate student population. We will be able to increase our number of clinical sites to accommodate our planned increase in student numbers by adding more high schools in the Charlotte region, and adding more clinical sites outside of the region for students that want to relocate during the online component of the program. We have students currently completing clinical practicums at Davidson College, Johnson C. Smith University, and Queens University, as well as on campus at UNC Charlotte. We also have students at high schools (public and private) and orthopedic rehabilitation centers. No other athletic training program in the state has clinical placements in such diverse settings. By expanding our clinical sites in and outside the Charlotte region, we will increase the number of athletic trainers, physicians, physical therapists, athletic directors, parents, and hospital administrators with whom we interact, which all helps connect UNC Charlotte with the community.

In terms of diversity, our current BSAT Program is comprised of 14% African American students, 10% Asian students, and 2% Hispanic students. This is significantly above the average of the membership of the National Athletic Trainers Association (2% African American, 3% Asian). Anecdotally, UNC Charlotte is historically one of the most, if not the most, diverse, athletic training education programs nationwide. As North Carolina's urban research institution, we have the ability to recruit, enroll, and graduate a diverse group of students. Our students also have the ability to work and interact with a diverse group of clinicians and patients at our multiple clinical sites. We feel the diversity of the students as well as our clinical sites is one of the strongest assets of our BSAT Program and one we will continue to grow as we transition to the MSAT Program.

- c. What student-level educational objectives will be met by the proposed program?

The Educational Objectives of the MSAT will be:

- Develop and utilize decision-making skills related to evidence based practice.
- Analyze ways to prevent injury and illness, and educate best health promotion practices.
- Ability to make best clinical decisions related to clinical examination and diagnosis.
- Ability to make the best clinical decisions for acute care of injuries and illnesses.
- Analyze the rehabilitation process after injury and illness and how to best apply exercise to help return patients to optimal function.

- Analyze the psychosocial aspects of injury and rehabilitation, and the appropriate time for referral.
- Analyze the administrative aspect of athletic training and how to work with and interact with different allied health professionals.
- Analyze the need for continued professional development and growth to keep up with changes in the medical field.

3. Student Demand. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

Our current survey data indicate very strong support for an MSAT program from a number of groups of potential enrollees. In July 2015, we conducted an online survey of current students in the UNC Charlotte BSAT program. We sent the surveys to a total of 50 current students and graduates and received 30 responses (60% response rate). We asked whether they would have been interested in an MSAT program if an undergraduate degree in athletic training had not been available at the time they were selecting a major. The overwhelming majority (21; 70.0%) answered that they would have been interested (see table below). Since this program is a professional preparation program for those interested in athletic training, it will not compete with existing professional programs on campus.

Current Athletic Training Students

Question: If an undergraduate degree in athletic training was not an option when you were originally applying to the AT program, would you have been interested in an entry level master's in athletic training program at UNC Charlotte?

Option	# of Responses	Response %
Yes	21	70.0%
No	9	30.0%

In July 2015, we asked the same question to our current pre-kinesiology students. We sent the surveys to a total of 150 pre-kinesiology students and received 63 responses (42% response rate). These students are freshman and sophomores, and either plan on majoring in Athletic Training or Exercise Science. We asked whether they would be interested in an MSAT program at UNC Charlotte if the only way that they could be become an athletic trainer were through a master's degree. Out of 63 responses, 51 (81.0%) answered that they would be interested compared to 12 (19.0%) who answered that they would not be interested (see table below).

Pre-kinesiology Students

Question: If athletic training was no longer offered at the bachelor's degree level and the only way you could become an athletic trainer was through an entry level master's program (similar to PA School), would you be interested in attending an entry-level master's program at UNC Charlotte?

Option	# of Responses	Response %
Yes	51	81.0%
No	12	19.0%

Lastly, in July 2015, we surveyed students currently in the B.S. in Exercise Science program. We sent the surveys to a total of 429 current Exercise Science students, receiving 61 responses (14% response rate). These students would theoretically be able

to apply and begin the MSAT program during their senior year in the Exercise Science program. We asked whether they would be interested in an early-entry MSAT program at UNC Charlotte. Out of 61 responses, 54 (88.5%) answered that they would be interested, and 7 (11.5%) answered that they would not be interested (see table below).

Exercise Science Students

Question: Would you be interested in an early entry master's degree in athletic training at UNC Charlotte? This would allow you to earn your bachelor's degree in exercise science as well as your master's degree in athletic training in 5 years.

Option	# of Responses	Response %
Yes	54	88.5%
No	7	11.5%

Our surveys demonstrate a need and desire from current students enrolled in athletic training, exercise science and pre-kinesiology at UNC Charlotte. Out of 154 that replied to the survey, 105 students (68%) would be interested in an MSAT at UNC Charlotte. We feel this demand as well as external recruitment of students would allow us to have a competitive admission process and meet our enrollment expectations. In addition, enrollment in the existing BSAT program continues to rise, indicating continued interest in the field (see Question 5 below).

4. Societal demand. Provide evidence of societal demand and employability of graduates from each of the following source types.
 - a. Labor market information (projections, job posting analyses, and wages)
 - i. specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)

Athletic trainers are currently employed to manage the healthcare of the physically active patient in hospitals, physician practices, outpatient rehabilitation centers, industrial facilities, colleges and universities, and secondary schools. With the increased societal emphasis on appropriate management of this patient population, it is reasonable to predict that the need for athletic trainers will grow significantly in the near future. This societal trend is evidenced currently by the extraordinary amount of interest in the appropriate care of the concussed athlete.

North Carolina is a state with a population of approximately 9.7 million. Of this, 2.3 million (23.7%) live in the Greater Charlotte Regional Partnership Zone served directly by the UNC Charlotte. Over 30% of the current jobs posted on NC Works Online are posted within this zone. Of these jobs, the employers with the second and third highest job postings (Carolinas Healthcare System and Novant Health, Inc.) are both employers of athletic trainers. Currently (October 2015), there are 37 athletic training positions posted on NC Works Online. Although this may appear low, most athletic training positions begin in the summer so typically employers do not begin advertising until the spring.

- ii. available from national occupational and industry projections (such as BLS).

Occupation profile:

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses. Many athletic trainers work in educational settings, such as colleges or universities. Others work in physicians' offices or for professional sports

teams. Currently athletic trainers need at least a bachelor's degree in order to practice. In most states, athletic trainers need a license or certification; requirements vary by state. Athletic trainers in the state of North Carolina must pass a credentialing examination and be licensed by the North Carolina Board of Athletic Trainer Examiners in order to practice. However, in the next 7 years, athletic trainers will be required to have a master's degree to be an entry level athletic trainer as mandated by the Board of Certification and accrediting body (CAATE).

Industry profile:

Athletic trainers are a part of the Ambulatory Health Care Services subsector of the Health Care and Social Assistance Sector as determined by the United States Bureau of Labor Statistics. Industries in the Ambulatory Health Care Services subsector provide health care services directly or indirectly to ambulatory patients and do not usually provide inpatient services. As of the fourth quarter of 2014, there are 15,654 establishments with 199,408 employees providing ambulatory health care services in North Carolina.

The Bureau of Labor Statistics for athletic training predicts a 21.4% increase in jobs nationwide for athletic trainers over a ten year period ending in 2022, faster than the average of all occupations. Additionally, a 2015 study was commissioned by the National Athletic Trainers' Association to understand the economic impact of transitioning athletic training professional education to the master's degree (see <http://www.bls.gov/oes/current/oes299091.htm#ind>). This study indicates that, although the profession of athletic training is predicted to grow by 21.4%, the number of graduates from the current 364 programs will exceed that demand. However, with the transition from a bachelor's degree to a master's degree for professional preparation it is predicted that the number of academic programs will decrease, thereby improving the job market for athletic trainers.

North Carolina projects jobs in athletic training will increase at a rate of 1.8%/year during the 10-year period of 2012-2022. The median salary in 2014 for athletic trainers in North Carolina was \$39,270. (National Athletic Trainers Association 2014 Salary Survey)

b. Projections from professional associations or industry reports

There are currently 876 job postings listed on the Career Center for athletic trainers sponsored by the National Athletic Trainers' Association. This is the most common site for athletic training job postings and therefore is the best indicator of athletic training related job demographics. Details on these postings can be found in the table below.

Job Setting	Number of Current Job Postings (07/26/2015)
Amateur/Recreation/Youth Sports	7
Business/Sales/Marketing	2
Clinic	173
College/University	293
Health/Fitness/Sports Performance Enhancement	15
Hospital	107
Independent Contractor	4
Industrial/Occupational/Corporate	26
Military/Law Enforcement/ Government/Performing Arts	2
Professional Sports	5
Secondary Schools	69
Other	115
TOTAL	818

- c. Other (alumni surveys, insights from existing programs, etc.)

From 2001 to 2011, the state of North Carolina had an 18.5% population increase while the Greater Charlotte Regional Partnership Zone saw an increase of 23.4%. As the population in North Carolina and the Greater Charlotte Regional Partnership Zone grows so will the need for qualified health care professionals. In 2007, in response to numerous high profile high school sport related deaths, the legislature was contemplating a funded mandate for athletic trainers in all public high schools. Unfortunately, the economic downturn of 2008 made funding of this legislation impossible. Nevertheless, since then, public-private partnerships between high schools and healthcare facilities has created a notable number of new athletic training jobs in the greater Charlotte region. According to data obtained from the North Carolina Athletic Trainers' Association there has been an almost 400% increase in high school related athletic training jobs in the greater Charlotte area since 2010. As the presence of an athletic trainer at high school athletic events becomes the standard, a greatly increasing number of parents will demand these qualified caregivers at all high schools across the state. The need for athletic trainers in the college and university setting has expanded greatly in the last 20 years as well. For example, in 2000, the Department of Athletics at UNC Charlotte employed 2 full-time athletic trainers and 3 graduate assistants to provide care for 16 intercollegiate sport teams. Today, coverage is provided for the 17 intercollegiate teams with 7 full time staff and 5 full-time interns. This trend will continue to grow as collegiate athletic teams demand full-time dedicated care throughout the year.

5. Unnecessary duplication.

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

Please see the *Preamble* (separate document) for specific information in regard to history of enrollment and degrees awarded in programs at other UNC institutions that are similar to the MSAT proposed in this document. There are currently 21 athletic training programs in the state of North Carolina. Of the 21, 3 are currently offering the MSAT degree to which we are planning to transition. Of the remaining 18 schools, 6 will not be pursuing the transition to the Master's degree and thus will no longer offer a program (the status of Campbell University is currently unknown).

Based on the projected decrease in athletic training programs in the state, our previous enrollment data, and enrollment at other institutions in the state, we plan to enroll 20 students in our first MSAT cohort, 24 students in the second cohort, and 28 students in the third cohort. Based upon the number of students that we have apply to our current undergraduate athletic training program (average = 54 students per year over the past 3 years), our large undergraduate Exercise Science Student population (current enrollment = 429 students) from which we will recruit to the MSAT, and the population and diversity of the Charlotte region, we predict that will be able to meet the above MSAT enrollment goals.

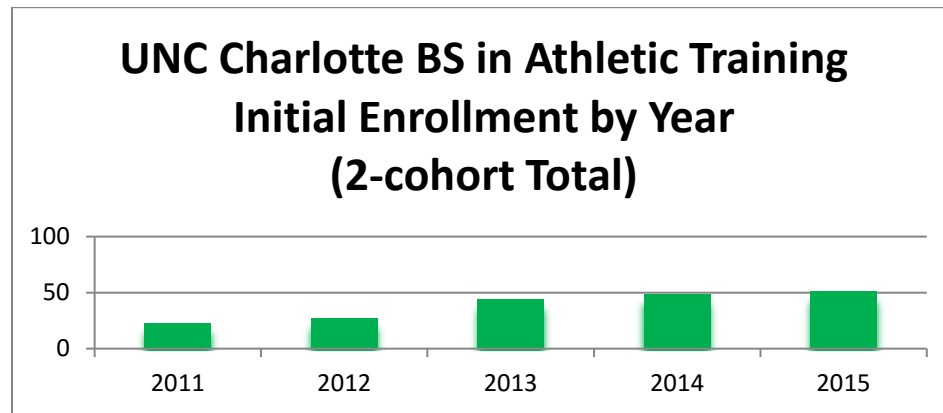
At UNC Charlotte, our 4 year mean for graduates working as athletic trainers after graduation is 70%. However, it is important to note, that average of 70% are students that wanted to be employed as athletic trainers. The remaining students (4 year average of 30%) either planned on entering graduate school or had decided to obtain different employment opportunities (personal training, strength and conditioning). So for students that want to work as an athletic trainer after graduation we have had 100% job placement for students that want to work as an Athletic Trainer. With the number of programs in the state decreasing, and thus less graduates in the state the number of job opportunities will go up and athletic trainers will be in greater demand.

The current BSAT Program at UNC charlotte has an excellent history of success. Based upon this history, we anticipate a very successful transition to, and implementation of, the new MSAT degree program. The tables and text below provide evidence of the success of the UNC Charlotte BSAT program relative to other UNC System Institutions.

UNC Charlotte Athletic Training Program:

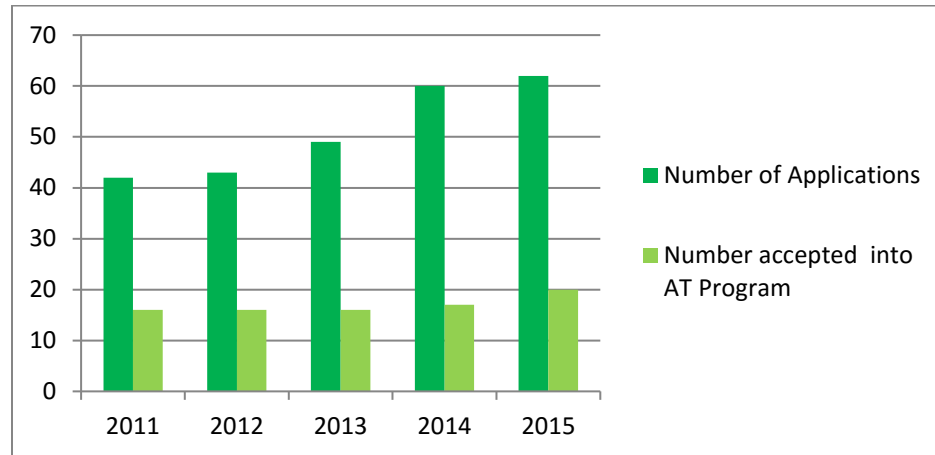
Program Title: BS in Athletic Training

	2013	2014	2015	2016
Enrollment	27	48	51	52
Degrees-awarded	11	17	12	16



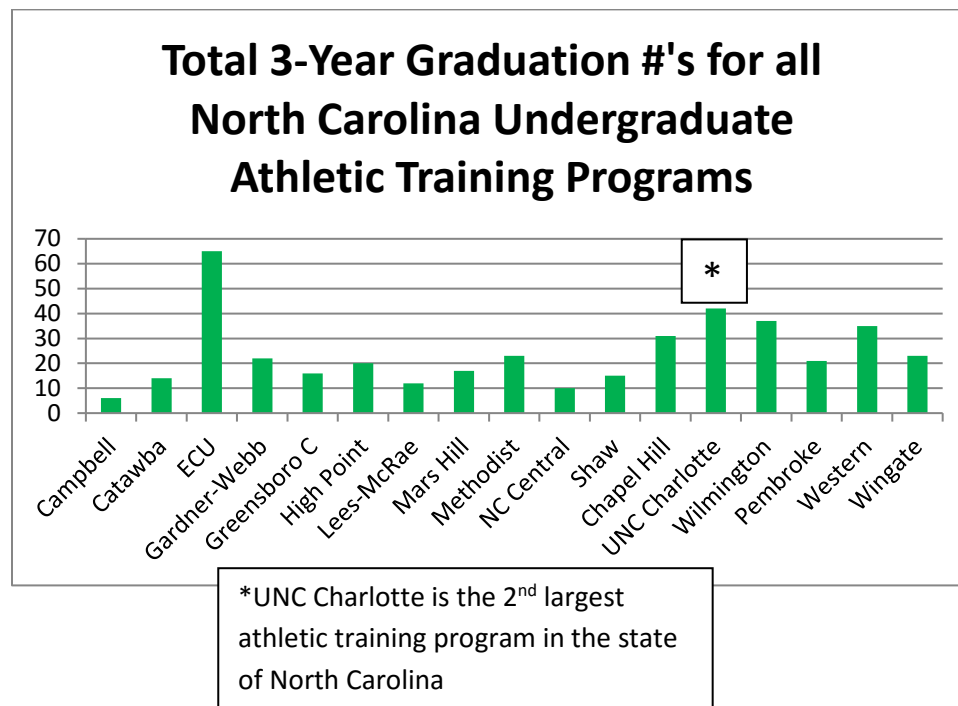
Note that the above figure represents initial enrollment numbers. On average, we have approximately 50 students applying to the BSAT Program each year. Standards for acceptance into the BSAT are high – we have averaged a 34.4% acceptance rate over the past 5 years (see below) of the applicants for this major are accepted each year. Although the minimum for entry into the program is a 2.5 GPA and C or better in all pre-requisite courses, students admitted to the program typically have over a 3.0 GPA and B's or better in all pre-requisite courses. We have been increasing our initial class enrollment size each year over the past five years to meet (and exceed) the enrollment growth rate at UNC Charlotte. Our enrollment numbers have historically been limited by the size of our classes. Due to the clinical nature of the program, we require smaller class sizes to ensure students receive appropriate interaction with faculty. However, we have adapted over the past few years to increase enrollment, which will soon be reflected in graduation numbers to follow.

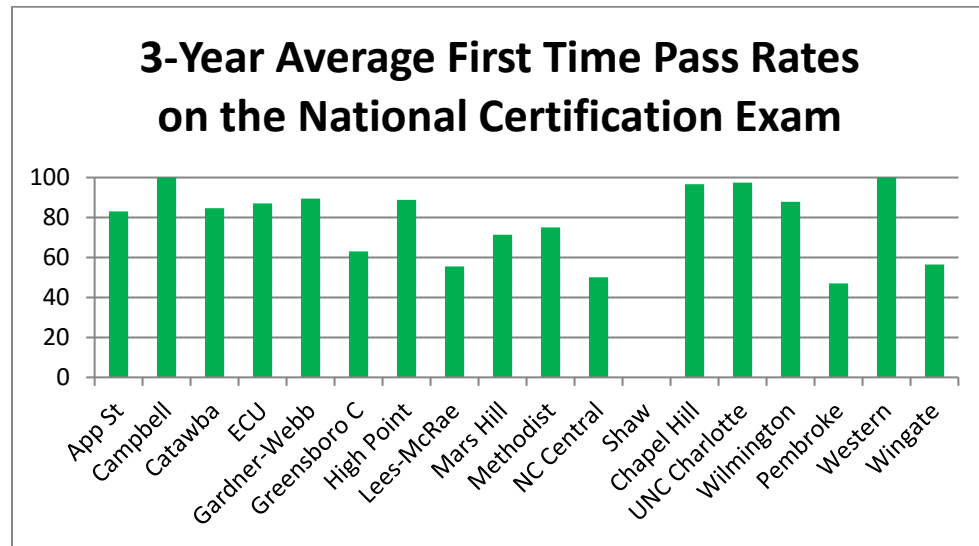
Applicant and Acceptance Numbers for the UNC Charlotte BSAT Program



Even after a selective screening process, students who are accepted into the BSAT Program find it very challenging. Due to the rigor of the BSAT, retention rates in the program averaged 84.6% over the past three years. Students leave the program for academic reasons or simply the desire to switch to a less-rigorous major. We fully expect that the switch to the MSAT will result in higher retention rates (typical of graduate programs), resulting in more overall enrollment and more graduates.

Even before our highest enrollment numbers in the past two years (classes of 2016 and 2017) the UNC Charlotte BSAT had the 2nd largest number of athletic training graduates per year in the state of North Carolina. Moreover, even with this larger program compared to other public and private institutions in the state, we have maintained excellent quality as indicated by one of the highest first-time pass rates on the national certification examination within N.C. and within the U.S. (UNC Charlotte pass rate of 97.5%, compared to a national average of 81.6%). These data are shown in the figures below. We have an outstanding BSAT Program that will continue to be excellent with the transition to an MSAT.





- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

Currently, we have had regular conference calls with the following programs: Appalachian State, East Carolina, Western Carolina, UNC Pembroke, and UNC Wilmington to discuss opportunities for collaboration. We have discussed placing several courses online (Administration, Evidence Based Practice, Pharmacology) that could be shared across institutions as well as sharing clinical sites. The sharing of clinical sites would be a great benefit to the student. Students could gain different clinical experiences across the state. Additionally, we plan to work with units in our College (Nursing, Public Health) as well as in our department (MS in Kinesiology, MS in Respiratory Therapy) to offer our students interdisciplinary education. Additional details on collaboration opportunities are discussed in the *Preamble*.

- d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

The method of enrollment (early entry option and traditional master's degree) and our distance education portion of the program make our program significantly different than the other UNC system programs currently transitioning. As our program develops, we will continue to change and modify the degree to ensure UNC Charlotte stands out and does not create unnecessary program duplication as other programs in the state transition to a master's in athletic training degree. As stated earlier, employment of athletic trainers is projected to grow 21.4 percent from 2012 to 2022, faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in colleges, universities, secondary schools, and youth leagues. So even with other MSAT programs in the state and region we feel demand for students is strong and transitioning helps meet the job demand.

6. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site – add lines as needed):

Delivery Mode_Campus__ Full-Time ___20___ Part-Time _____

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

Delivery Mode_Campus__ Full-Time ___20___ Part-Time _____

Delivery Mode_Online__ Full-Time ___20___ Part-Time _____

7. Resources. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

a. New Faculty: Yes No

b. Faculty Program Coordination: Yes No

c. Additional Library Resources: Yes No

d. Additional Facilities and Equipment: Yes No

e. Additional Other Program Support: Yes No

(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

In order to cover the new courses we would have to develop for the Masters of Science in Athletic Training we will be asking for 2 new faculty.

8. Curriculum leverage. Will the proposed program require development of any new courses? If yes, briefly explain.

Yes. Based on the draft of new educational competencies for the Masters of Science in Athletic Training curriculum we would have to create new courses in addition to transitioning our current undergraduate courses to the graduate level.

9. Funding Sources. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

No, enrollment growth funding is not needed in order for the program to be implemented and sustained.

9a. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained? No

- i. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.
- ii. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

10. For doctoral programs only: N/A

- a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

11. Contact. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Tricia Turner, PhD, ATC, LAT, Associate Professor, Athletic Training Program Director
Thubbar1@uncc.edu, 704-687-0868

Bret Wood, MS, ATC, LAT, Lecturer, Clinical Coordinator Athletic Training Program
bawood@uncc.edu, 704-687-0872

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Philip A. Nelson Date: 1/18/17

Chancellor (Joint Partner Campus): _____ Date: _____

Attachment 2: MSAT Consulted Programs

High Point University

Total credit hours: 70

Program begins: Begins summer, 24 months continuous enrollment

Required undergraduate GPA: 3.0

Pre-requisite courses: C or better: Anatomy with lab, Physiology with lab, Chemistry with lab, Physics with lab. B or better: Exercise physiology, Nutrition, Biomechanics. Minimum of 200 hours of clinical/observational experience.

Clinical rotations: 5 clinical rotations (2 immersive), 2 mini rotations

Boston University

Total credit hours: 72 credits

Program begins: Begins summer, 24 months continuous enrollment

Required undergraduate GPA: No minimum listed

Pre-requisite courses: Human anatomy with lab, human physiology with lab, chemistry with lab, physics with lab, statistics, and exercise physiology.

Clinical rotations: 5 clinical rotations (1 immersive)

Oklahoma State University

Total credit hours: 56

Program begins: Summer, 24 months continuous enrollment

Required undergraduate GPA: 3.0

Pre-requisite courses: B or better: Introduction to biology, chemistry, physics, statistics, nutrition, applied Anatomy, medical terminology, physiology of exercise, biomechanics, human physiology. Minimum of 50 hours of clinical/observational experience.

Clinical rotations: 5 clinical rotations

University of South Florida

Total credit hours: 60

Program begins: Summer, 24 months continuous enrollment

Required undergraduate GPA: No minimum listed

Pre-requisite courses: Grade of C or above: 2 semesters of anatomy and physiology, medical terminology, nutrition, psychology, exercise physiology, chemistry, physics, biology, statistics, biomechanics. Minimum of 50 hours of clinical/observational experience.

Clinical rotations: 4 clinical rotations

Texas Tech University – Health Sciences Center

Total credit hours: 59

Program begins: Summer, 24 months continuous enrollment

Required undergraduate GPA: 2.7

Pre-requisite courses: Human anatomy, human physiology, exercise physiology, biomechanics, statistics, nutrition. Minimum of 50 hours of clinical/observational experience.

Clinical rotations: 4 clinical rotations

Moravian College

Total credit hours: 66

Program begins: Summer, 24 months continuous enrollment

Required undergraduate GPA: 3.0

Pre-requisite courses: Grade of C or better: Human anatomy, human physiology, physics or chemistry, exercise physiology, biomechanics, and statistics. Minimum of 50 hours of clinical/observational experience.

Clinical rotations: 6 clinical rotations

Attachment 3: MSAT Course Sequencing

Summer Session 1

ATRN 6100: Acute and Emergency Care in Athletic Health Care (3)

ATRN 6101: Clinical Anatomy for Allied Health (3)

Summer Session 2

ATRN 6102: Fundamentals in Athletic Training (3)

Fall 1

ATRN 6104: Clinical Evaluation and Diagnosis of the Lower Extremity (3)

ATRN 6105: Therapeutic Modalities (3)

ATRN 6106: Therapeutic Exercise Techniques (3)

ATRN 6107: Foundations of Modern Health Care (3)

ATRN 6401: Clinical Rotation I (1)

Spring 1

ATRN 6109: Clinical Evaluation and Diagnosis of the Upper Extremity (3)

ATRN 6110: Clinical Evaluation and Diagnosis of the Head and Spine (3)

ATRN 6111: Therapeutic Exercise of the Lower Extremity (3)

ATRN 6113: Therapeutic Exercise of the Upper Extremity (3)

ATRN 6402: Clinical Rotation II (1)

Summer 2.1

ATRN 6114: General Medicine and Pharmacology I (3)

ATRN 6403: Clinical Rotation III (1)

Summer 2.2

ATRN 6116: General Medicine and Pharmacology II (2)

ATRN 6404: Clinical Rotation IV (1)

Fall 2

ATRN 6118: Athletic Health Care Administration (3)

ATRN 6119: Diagnostic Procedures for Rehabilitation Professionals (2)

ATRN 6405: Clinical Rotation V (3)

Spring 2

ATRN 6121: Behavioral Health in Sports Medicine (3)

ATRN 6406: Clinical Rotation VI (6)

59 = total credits

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: UNC Charlotte

Name of Primary Department, Academic Program, or Discipline: Master of Science in Athletic Training, Department of Kinesiology

Academic Term(s) Included: Fall 2017, Spring 2018, Future MSAT courses

Date Form Completed:

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Tricia Turner (F)	<p><u>Fall 2017</u> KNES 2168, Anatomy and Physiology I (3) (U)</p> <p>HAHS 1000, Prospect for Success in Health and Human Services. (3) (U)</p> <p><u>Spring 2018</u> KNES 2298, Applied Kinesiology (3) (U) <u>MSAT Courses: (These Courses are not in the system yet)</u> ATRN 6101: Clinical Anatomy for Allied Health (3) (G) ATRN 6106, Therapeutic Exercise Techniques (3) (G) ATRN 6111, Therapeutic Exercise of the Lower Extremity (3) (G) ATRN 6113, Therapeutic Exercise of the Upper Extremity (3) (G)</p>	<p>PhD (Kinesiology) Pennsylvania State University MS (Exercise and Sport Sciences) University of Florida BS (Exercise and Sport Sciences) University of Florida</p>	<p>Current ATC license and in good standing with the Board of Certification.</p> <p>North Carolina Athletic Trainer License, Exp. 1/31/2018</p> <p>BOC Athletic Trainer Certification, Exp. 12/31/2019</p>
Bret Wood (F)	<p><u>Fall 2017</u> KNES 3290, Lower Body Injury Evaluation (3) (U) KNES 3295, Lower Body Injury Evaluation Lab (1) (U) KNES 3400, Athletic Training</p>	<p>MEd (Health Education) University of North Carolina at Charlotte BS (Secondary Education and Specialization: Athletic Training and General Science) West Virginia University</p>	<p>Current ATC license and in good standing with the Board of Certification.</p> <p>Over 20 years of clinical experience, previous Head</p>

	<p>Clinical I (2) (U) KNES 4400, Athletic Training Clinical III (2) (U) <u>Spring 2018</u> KNES 3288, Upper Body Injury Evaluation (3) (U) KNES 3289, Upper Body Injury Evaluation lab (1) (U) KNES 3298, Therapeutic Exercise Foundations (3) (U) KNES 3401, Athletic Training Clinical II (2) (U) KNES 4401, Athletic Training Clinical IV (2) (U) <u>MSAT Courses: (These Courses are not in the system yet)</u> ATRN 6102, Fundamentals in Athletic Training (3) (G) ATRN 6403, Clinical Rotation III (1) (G) ATRN 6404, Clinical Rotation IV (1) (G) ATRN 6104, Clinical Evaluation and Diagnosis of the Lower Extremity (3) (G) ATRN 6401, Clinical Rotation I (1) (G) ATRN 6109, Clinical Evaluation and Diagnosis of the Upper Extremity (3) (G) ATRN 6110, Clinical Evaluation and Diagnosis of the Head and Spine (3) (G) ATRN 6402, Clinical Rotation II (1) (G) ATRN 6405, Clinical Rotation V (3) (G) ATRN 6406, Clinical Rotation VI (6) (G)</p>		<p>Athletic Trainer at UNC Charlotte.</p> <p>North Carolina Athletic Trainer License, Exp. 1/31/2018</p> <p>BOC Athletic Trainer Certification, Exp. 12/31/2017</p>
Abbey C Thomas Fenwick (F)	<u>Fall 2017</u> KNES 3099 Movement	PhD (Kinesiology) University of Michigan-Ann Arbor	Current ATC license and in good standing with the Board of

	<p>Problems/Topics (1-6) (U) KNES 3291, Therapeutic Modalities (3) (U) KNES 3292, Therapeutic Modalities lab (1) (U) KNES 4293, Biomechanics (3) (U) KNES 6800 Directed Independent Study (1-3) (G) KNES 6900 Research and Thesis in Kinesiology (3) (G) <u>Spring 2018</u> KNES 4292, Athletic Training Administration (3) (U) KNES 6170 Neuromechanics of Gait and Posture (3) (G) <u>MSAT Courses: (These Courses are not in the system yet)</u> ATRN 6105, Therapeutic Modalities (3) (G) ATRN 6118, Athletic Health Care Administration (3) (G) ATRN 6119, Diagnostic Procedures for Rehabilitation Professionals (2) (G)</p>	<p>MEd (Health and Physical Education/Physical Education) University of Virginia BS (Kinesiology) Pennsylvania State University</p>	<p>Certification. North Carolina Athletic Trainer License, Exp. 1/31/2018 BOC Athletic Trainer Certification, Exp. 12/31/2017</p>
Luke Donovan (F)	<p><u>Fall 2017</u> KNES 2168, Anatomy and Physiology I (3) (U) KNES 4290, Therapeutic Exercise Technique (3) (U) <u>Spring 2018</u> KNES 2169, Anatomy and Physiology II (3) (U) KNES 3298, Therapeutic Exercise Foundations (3) (U) <u>MSAT Courses: (These Courses are not in the system yet)</u> ATRN 6107, Foundations of Modern Health Care (3) (G) ATRN 6121, Behavioral Health in Sports Medicine (3) (G)</p>	<p>PhD (Education and Concentration: Kinesiology) University of Virginia MEd (Kinesiology) University of Virginia BS (Kinesiology) Pennsylvania State University</p>	<p>Current ATC license and in good standing with the Board of Certification. North Carolina Athletic Trainer License, Exp. 1/31/2018 BOC Athletic Trainer Certification, Exp. 12/31/2017</p>
Laurie Cameron (P)	<p><u>Spring 2018</u> KNES 3293, General Medical (3)</p>	<p>MD (Medicine) Wake Forest University.</p>	<p>Expired 1/31/2017 ATC license and in good standing with the</p>

<p>was Laurie Schnackenberg Bumgarner</p>	<p>(U) <u>MSAT Courses: (These Courses are not in the system yet)</u> KNES 6114, General Medicine and Pharmacology I (3) (G) KNES 6116, General Medicine and Pharmacology II (2) (G)</p>	<p>MS (Athletic Training) Lenoir-Rhyne University BS (Chemistry) Davidson College</p>	<p>Board of Certification. Current MD license and in good standing. MD Medical Board License, Exp. 12/07/2017 BOC Athletic Trainer Certification, Exp. 12/31/2017</p>
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate



UNC CHARLOTTE

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September 11, 2017

Dr. Kimberly van Noort
Vice President for Academic Programs and Instructional Strategy
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Establish a Master of Science in Athletic Training (MSAT). The proposal provides a summary budget, which includes increase funds. UNC Charlotte is committed to funding the expenses for the degree as described by reallocating funds, if needed.

Thank you for your consideration of this request.

Sincerely,

Joan F. Lorden
Provost and Vice Chancellor for Academic Affairs

