

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: University of Utah
Proposed Program Title: Master of Athletic Training
Sponsoring School, College, or Division: College of Health
Sponsoring Academic Department(s) or Unit(s): Physical Therapy and Athletic Training
Classification of Instructional Program Code¹ : 51.0913
Min/Max Credit Hours Required to Earn Degree: Min Cr Hr / Max Cr Hr
Proposed Beginning Term²: Summer 2020
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input checked="" type="checkbox"/>	Professional Master Degree (specify award type ³ : M.Ath)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ Date:

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

University of Utah requests approval to offer the following Master's degree(s): Master of Athletic Training effective Summer 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Athletic Training, an allied health care profession, encompasses the prevention, examination, diagnosis, treatment and rehabilitation of acute or chronic injuries and medical conditions. Athletic trainers (ATs) must be multi-skilled health care professionals to perform a wide-range of duties and care for various types of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure or other regulation statutes. Athletic trainers traditionally provide health care for high school, collegiate and professional athletes. Athletic trainers also provide care to athletes, professional, recreational and occupational, in a variety of other settings, such as, military, public-service professions (police and fire departments), physician offices, sports medicine specialty clinics, and commercial occupational health departments (e.g. Amazon warehouses).

Athletic training professional education is aligning with other allied health care professionals at the graduate degree level in order to provide students with better clinical and inter-professional education experiences. Didactic and clinical learning within this program will focus on the primary domains of the AT profession: 1) injury and illness prevention, 2) examination, assessment and diagnosis, 3) immediate and emergency care, 4) therapeutic intervention, and 5) health care administration and professional responsibility. This professional program prepares students to become a nationally certified athletic trainer (ATC) and state licensed athletic trainer (LAT), needed to start their athletic training career.

The Master of Athletic Training proposal was unanimously voted on by the Department of Physical Therapy and Athletic Training on Oct 31, 2018. It was also unanimously approved by the College of Health Curriculum Committee on Dec 5, 2018.

Consistency with Institutional Mission

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

The Master of Athletic Training program is consistent with the University of Utah's mission because it is based on new knowledge and discoveries while promoting local and global health and improved quality of life. Athletic Training education has been at the baccalaureate level, but the Commission on Accreditation of Athletic Training Education (CAATE) recently announced that the entry-level degree for athletic training should be moved to the master level. There are many positives to this change in degree level that are consistent with the University of Utah mission. First, the Master of Athletic Training will be better aligned with other healthcare professional programs. This alignment will allow athletic training students to be better incorporated into inter-professional education between healthcare professional programs. Students will learn about and with other healthcare students allowing for a better transition of knowledge and discoveries between the healthcare team. Athletic trainers are often the first healthcare provider seen by an injury athlete or patient, and a greater emphasis on inter-professional education should lead to better health and quality of life outcomes for patients. Second, students will be able to focus solely on athletic training education at the graduate level. This dedication to athletic training education will allow for innovative pedagogy to benefit the student, university, community, and athletic training profession.

Section III: Needs Assessment

Program Rationale

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

Due to the current baccalaureate athletic training program at the University of Utah and the requirement by the Commission on Accreditation of Athletic Training Education (CAATE) to move to a master degree level for athletic training professional education, the institution faculty decided to create this new program. The University of Utah provides the most comprehensive and inter-professional healthcare education within the State of Utah. The institution wants to provide students interested in the athletic training profession a strong and collaborative education in an academic health care system.

Labor Market Demand

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

According to the Bureau of Labor Statistics, national employment of athletic trainers will increase 22.8% from 2016 to 2026, an increase of about 6,500 jobs. The increase in athletic training employment is faster than the average for all occupations. In the state of Utah, according to Bureau of Labor Statistics, athletic training employment is expected to increase 43.2% from 2016 to 2026.

The increase of athletic training employment is based on the population increase, more physically active individuals, and the expansion of athletic trainers in healthcare facilities. As the population increases, especially in Utah, athletic training employment will increase to provide proper healthcare to youth programs and secondary school sports activities. National data is also suggesting that individuals are maintaining physical fitness practices even through retirement ages. The increase in the number of physically active individuals provides employment opportunities to athletic trainers. Athletic training is expanding their services into a variety of fields. More athletic trainers are being hired by military, public-service professions, and commercial occupational health departments. Also with the shortage of mid-level healthcare providers, athletic trainers are being employed more often in sports medicine and orthopedic physician practices. The expansion of athletic training roles are thought to increase with higher-level and more detailed graduate education. It is unknown how the expansion of athletic training education will impact labor market demand, but the athletic training profession hopes it will bring new opportunities and better wages.

Student Demand

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

The proposed Master of Athletic Training is an expansion of degree level of the current BS in Athletic Training. The BS in Athletic Training has secondary admissions for enrollment into the professional program. There has been good student interest for this professional program. Due to faculty size and space, the maximum number of students accepted into the BS in Athletic Training major each year is 22. The average number of student applications over the last 5 years is 34 with a range of 30-48 applicants. The retention rate for those that have been admitted into the BS in Athletic Training major has been 91% over the past 5 years.

When we transition to the Master of Athletic Training degree, we will use the national Athletic Training Central Application System, ATCAS. This system is used by most graduate athletic training programs, allowing students to have one place to apply to multiple programs. In the 2018 application cycle, ATCAS had 95 of athletic training programs using the system.

Similar Programs

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

In the USHE, there are currently 2 other similar programs (Weber State University and Southern Utah University). It was just announced that Dixie State University received support, pending approval from the Northwest Commission of Colleges and

Universities, to start a Master in Athletic Training program. Brigham Young University has proposed a similar program, but this has not completely matriculated through their curriculum process. At University of Utah peer institutions (Pac-12 Conference), there are 2 similar program (Oregon State University and Washington State University). All athletic training professional programs are similar due to standards set forth by the Commission on Accreditation of Athletic Training Education, however, there is institution autonomy and differences based on resources.

Though similar athletic training programs in the USHE were created first, the University of Utah is in the best position to provided high-quality student instruction and experiences. This program would be housed in the Department of Physical Therapy and Athletic Training within the College of Health under University of Utah Health. Within this structure at the University of Utah, athletic training students would closely interact with other health care professionals. At the University of Utah Health and within the College of Health, strong inter-professional education pedagogy is being developed and performed. As an allied health care provider, athletic training is involved with this inter-professional education initiative on campus. Other USHE universities with similar programs do not have similar academic health and medical education access as this program at the University of Utah.

The University of Utah has direct access to provide students with a diverse set of clinical experiences, that may not be accessible at other USHE institutions. For example, University of Utah Health employees 16 full-time and 7 part-time athletic trainers working in physician offices, high school and collegiate settings. The academic and research nature of University of Utah Health, gives students more interaction with patients over other health care sites. This academic health care environment is often not accessible in clinical experiences at other USHE institutions or within the state. Also, students will work with high level athletes and greater health care resources within the University of Utah Athletic Department. Gaining unique experiences in high-level athletic situations is often a pre-requisite for athletic training students with goals to become employed in professional sport organizations.

Due to health care resources at the University of Utah, this program has potential to impact the athletic training professional at a local, state and national scale. Not only do other USHE institution not have similar resources as the University of Utah, but many of the athletic training programs across the country do not have an academic healthcare system and interactive health care emphasis, similar to the University of Utah.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.edu/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The majority of instruction will occur within the designated service area for the University of Utah. Our didactic and most clinical experiences will occur on-campus, at University of Utah Health Hospital and Clinics, or at other local health care facilities. However, similar to other professional health-care programs at the University of Utah, students may choose to have clinical experiences within other designated service areas or across the country. The impact to other USHE institutions due to clinical education in other areas will be minimal. In most cases, the collaboration and learning with other athletic training students will be a positive experiences, when students are either grouped at the same or adjoining locations.

There will be an impact to other USHE institution athletic training programs by adding an additional program to the state. When at the undergraduate level, athletic training program took yearly cohorts of 6-22 students. Approximately, 50% of these students who major in athletic training, earn their ATC credential, and continue into another health care field. This way they became more marketable as a dually credentialed health care provider. However, at the graduate (master degree) level, less students will want to become dually credentialed and more students, at the same size cohort, will be looking for athletic training specific jobs. This will lead to more competitive graduation placement rates which could lead to potential difficult student recruiting, if graduation placement rates are low.

External Review and Accreditation

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

A program advisory committee was created to facilitate ideas and review the Master of Athletic Training proposal. The advisory committee consisted of a physician, community athletic trainers, and students.

- Travis Maak, MD (AT program medical director)
- Tyson Pace, ATC (University of Utah Health)
- Rick Hackford, ATC (Westminster University)
- Ben Scheu, ATC (University of Utah Athletics)
- Lisa Walker, ATC (Springville High School)
- Keyton Gines (BS in Athletic Training student)
- Elenore Reid (BS in Athletic Training student)
- Sam Montmorency (BS in Athletic Training student)

The advisory committee meet multiple times during the development of the Master of Athletic Training degree and will continue to meet bi-annually to discuss program outcomes, assessments, and goals.

The Master of Athletic Training program will seek professional accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). The current degree program, BS in Athletic Training, is accredited by CAATE through 2022. Once all courses and the Master of Athletic Training program is approved by the University of Utah, Board of Regents, and NWCCU, we can then submit a Substantive Change proposal to CAATE, indicating the degree-level change. The accreditation for the new Master of Athletic Training review will occur the academic year 2020-2021 and must be complete before the first graduating cohort of students in 2022. The annual CAATE accreditation fee is \$4,500. There is no additional fee for the substantive change review. In 2022, an additional fee of \$5,000 is required when our program comprehensive review with site-visit is due.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Students will need to completed 59 credit hours of basic graduate level courses for graduation. The program proposal is a professional master's degree, therefore, the credit hours are based on content standards for professional accreditation through CAATE. This exception to the maximum of credits hours is an exception to the Utah System of Higher Education based on the policy in R401.3.1.8.1, Professional Master's Degrees.

Students will also need to have the following criteria for graduation:

- Complete all degree related courses with a cumulative GPA of 3.0 or better
- No individual course grade below a C
- Successfully pass all clinical experience and internship, as determined by their clinical preceptor

Admission Requirements

List admission requirements specific to the proposed program.

Students will need to have a completed bachelor's degree and have a cumulative GPA of 3.0 or higher. The cumulative GPA calculation will be based off the policies of the University of Utah Office of Admissions. Students must also complete the following pre-requisite course, with a grade of C or better.

- Biology - 1 semester
- Chemistry and lab - 1 semester
- Physics and lab - 1 semester
- Human anatomy and lab - 1 semester
- Human physiology - 1 semester
- Statistics - 1 semester
- Biomechanics - 1 semester
- Exercise physiology - 1 semester
- Nutrition - 1 semester
- Emergency response - 1 semester, students must enter the graduate program with a current CPR certification for healthcare

professionals.

Students will also need to perform a minimum of 100 clinical observation hours with a certified athletic trainer (ATC).

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The University of Utah is currently structured to handle the new Master of Athletic Training. The administrative structure already in place for the BS in Athletic Training will transition to Master of Athletic Training program. The process of discontinuing the BS in Athletic Training will take place after the Master of Athletic Training program is fully approved. Due to the external accreditation standards, there will no longer be a need for a BS in Athletic Training degree. The administrative structure will not impact undergraduate education, because all of the professional education requirements will transition to the graduate level.

Faculty

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

The Department of Physical Therapy and Athletic Training has 3 full-time faculty dedicated to the current BS in Athletic Training major. University of Utah Health currently provides support to the athletic training program through a shared clinical (51%) and teaching (49%) athletic training faculty. Due to the transition of the athletic training professional degree, a full-time faculty dedicated to the Master of Science in Sports Medicine, will be re-assigned to the Master of Athletic Training program. With 4.49 FTE faculty, the Master of Science should not initially need to recruit new faculty lines. Future recruitment of highly qualified faculty, will depend on long-term program growth.

Due to the transition of athletic training education to the graduate level, the need for a post-professional master degree is no longer needed. The athletic training post-professional master degree at the University of Utah is the Master of Science in Sports Medicine. The faculty, staff, and resources from this program will be transferred into the Master of Athletic Training. The Master of Science in Sports Medicine is in the process of being discontinued before the start of the Master of Athletic Training program starts.

Staff

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

The staff currently assigned to the BS in Athletic Training and the Master of Science of Sports Medicine will transition into the staff for the Master of Athletic Training.

Student Advisement

Describe how students in the proposed program will be advised.

There will be less need for student advising in the Master of Athletic Training program, than the current BS in Athletic Training. Since this is a professional program, courses will follow a standard plan, The Athletic Training Program Manager (staff), currently advising the baccalaureate students, will continue to provide advising as needed in the Master of Athletic Training.

Library and Information Resources

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

No new library resources are required for this program that are not already being supplied by the Marriott and Eccles Health Science Library's at the University of Utah.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

As part of the creation of the Master of Athletic Training program, we decided to revise our program mission. The new mission is:

The mission of the Master of Athletic Training program at the University of Utah is to develop confident and competent board-certified athletic training professionals. Using a student focused healthcare curriculum, distinct interprofessional education, community engagement, and stimulating clinical experience our graduates will be highly qualified to practice in a wide-variety of practice settings and become effective members of the healthcare team.

The development of program assessment and student learning outcomes are derived from our new program mission. From the program mission, we identified 6 key program areas and goals. They are:

- 1) students pass the Board of Certification exam (BOC) needed to become an athletic training clinician
- 2) faculty provide a high quality healthcare curriculum centered around the Board of Certification for Athletic Trainers' [Practice Analysis](#)
- 3) students have distinct interprofessional education by collaborating with University of Utah Health
- 4) students engage with the community in at least 1 profession project and through clinical experiences
- 5) students experience a high number of clinical simulations and actual patient encounters, with and without interprofessional healthcare practice.
- 6) become a practicing athletic trainer in the setting of choice

The program goals will be assessed a number of ways, which may include: 1) formal exams, such as the Board of Certification exam or course exams, 2) course and community projects, 3) practical simulation or clinical experience encounters with actual patients, 4) peer instruction feedback from the Center of Teaching and Learning Excellence at the University of Utah, 5) student feedback and program exit survey, and 6) program alumni survey.

Along with these internal assessments, program goals and outcomes will be assessed in our bi-annual program advisory board meetings. Our program will also be reviewed externally during re-accreditation site visits performed by the Commission on Accreditation of Athletic Training Education (CAATE). The maximum length granted to a continuing accreditation program is 10 years, thus site visits would occur in that time frame. Annual reports with basic accreditation standards are submitted each year to CAATE.

Student Standards of Performance

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

The Commission on Accreditation of Athletic Training Education (CAATE), has [Standards for Accreditation](#) that must be strictly followed for all professional athletic training programs. We will follow these standards, which include 4 types of standards: 1) program design and quality, 2) program delivery, 3) institutional organization and administration, and 4) curricular content.

To complement the Standards for Accreditation set forth by CAATE, we have also created program outcomes and

benchmarks.

Program Outcomes:

At the end of the Master of Athletic Training program, ...

- 1) students will design and plan the implementation of an injury prevention program based on the best available evidence (assessment: co-class project between Introduction to Evidence Based Practice and Aspects of Injury and Illness Prevention)
- 2) students will implement injury and illness examination skills on a computerized based problem (assessment: computerized based problem set in final exam of Prevention, Evaluation and Rehabilitation courses)
- 3) students will demonstrate proper evaluation and management of acute emergency conditions during a simulation (assessment: comprehensive simulation in Advanced Acute Care course)
- 4) students will defend to their peer, their designed therapeutic intervention program for a clinical case study (assessment: project in Advanced Rehabilitation and Manual Therapy course)
- 5) students will be able to break down an interprofessional education experience, either simulated or actual, using the Interprofessional Education Collaborative (IPEC) Core Competences (assessment: clinical capstone project)
- 6) students will create a project with a community partner to advocate for a patient population or the athletic training profession (video presentation created as part of the Patient and Professional Advocacy in Athletic Training course)

Program Benchmarks:

- 1) 90% of students will pass the Board of Certification (BOC) exam on the first attempt (assessment: BOC exam assessment data)
- 2) students will score 80% or better on the Advanced Acute Care course comprehensive simulation (assessment: course simulation)
- 3) students will score 80% or better on the computerized based injury and illness assessment exam (assessment: course examination)
- 4) students will score 80% or better during a clinical simulation exam, with standardized patients, each semester (assessment: program simulation)
- 5) students will be rated as a B- or better, as scored by their clinical preceptor, on actual patient encounters and clinical experience (assessment: clinical experience or internship grading)
- 6) students will have a 100% job or future education placement rate within 9 months of graduation (assessment: alumni survey)

Appendix A: Program Curriculum

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

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
ATSM 6000	×	Introduction to Clinical Exam and Injury	4
ATSM 6010	×	Lower Extremity Prevention, Evaluation and Rehabilitation	4
ATSM 6020	×	Upper Extremity Prevention, Evaluation and Rehabilitation	4
ATSM 6030	×	Head, Spine, and. Hips Prevention, Evaluation and Rehabilitation	4
ATSM 6080	×	Advanced Rehabilitation and Manual Therapy	3
ATSM 6090	×	Diagnostics in Athletic Training	1
ATSM 6100	×	Introduction to Acute Care	2
ATSM 6101	×	Advanced Acute Care	2
ATSM 6150	×	Introduction to Taping and Bracing	2
ATSM 6151	×	Advanced Taping and Bracing	1
ATSM 6200	×	Aspects of Injury and Illness Prevention	1
ATSM 6201	×	Foundations of Interprofessional Education	
ATSM 6220	×	Behavioral Health Considerations	2
ATSM 6240	×	General Medical Conditions	3
ATSM 6300	×	Introduction to Evidence-Based Practice	1
ATSM 6301	×	Advanced Evidence Based Practice	1
ATSM 6500	×	Simulations in Athletic Training	1
ATSM 6520	×	Clinical Experience I	2
ATSM 6521	×	Clinical Experience II	1
ATSM 6550	×	Clinical Internship I	6
ATSM 6551	×	Clinical Internship II	6
ATSM 6600	×	Clinical Capstone	1
ATSM 6700	×	Athletic Training as a Health Care Profession	1
ATSM 6710	×	Best Practices in Health Care Delivery	1
ATSM 6720	×	Communication Strategies in Health Care	1
ATSM 6730	×	Special Populations	1
ATSM 6740	×	Health Care Informatics	1
ATSM 6750	×	Patient and Professional Advocacy in Athletic Training	1
ATSM 6760	×	Transition to Practice	1
ATSM 6770	×	Ethics in Athletic Training	1
Required Course Credit Hour Sub-Total			60
Elective Courses			

students at least 32-weeks of clinical internship. A clinical capstone project at the end of the curriculum will bridge didactic education with clinical education experiences.

Degree Map

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

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

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	1		2.49	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	1			
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time			1.75	
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Justin	Rigby	Other	PhD	Brigham Young University	100%	Clinical
	Jessica	Tidswell	Other	DPT	Duke University	100%	Clinical
	Katie	Woods	Other	MS	University of Utah	100%	Instructor
	Charlie	Hicks-Little	T	PhD	University of North Carolina-Charlotte	100%	
Part Time Faculty							
	Laura	Zdziarski	Other	PhD	University of Florida	49%	Clinical

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	296	285	287	290	293	295
# of Majors in Proposed Program(s)	////	10	12	15	18	20
# of Graduates from Department	73	55	60	62	65	68
# Graduates in New Program(s)	////	0	10	12	15	18
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$578,598					
Operating Expenses (equipment, travel, resources)	\$132,200					
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$710,798	\$710,798	\$710,798	\$710,798		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$438,386					
Special Legislative Appropriation						
Grants and Contracts	\$50,000					
Special Fees	\$162,000					
Tuition	\$60,412					
Differential Tuition (requires Regents approval)		\$75,000	\$165,000	\$202,500		
PROPOSED PROGRAM FUNDING	////	\$75,000	\$165,000	\$202,500		
TOTAL DEPARTMENT FUNDING	\$710,798	\$785,798	\$875,798	\$913,298		
Difference						
Funding - Expense	\$0	\$75,000	\$165,000	\$202,500		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The personnel expenses include 4 full time faculty and 1 full time and 0.75 FTE administrative assistant. The listed faculty member at 0.49 FTE is a position through the University of Utah Healthcare system, but is partially assigned to assist the Athletic Training program.

Non-personnel expenses include clinical education capital and expendable medical equipment (therapeutic modalities, rehabilitation, tape, and emergency management supplies), office supplies, library and technology resources. The Athletic Training program also has professional expenses related to faculty and student professional development, state and national certification and license fees, and student Board of Certification exam fees. As part of the College of Health, the Athletic Training program uses the simulation labs houses in University of Utah Health, and the program pays fees associated with staffing and maintenance of these simulation centers.

There is an external accreditation fee associated with the Commission of Accreditation on Athletic Training Education (CAATE). The annual CAATE accreditation fee is \$4,500 plus \$1,500 for their on-line management system. During comprehensive review years, an additional fee of \$5,000 is required.

Part III: Describe funding sources

Revenue Narrative 1

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

In the Department of Physical Therapy and Athletic Training there are two main clinical professional programs (Physical Therapy and Athletic Training) and two academic graduate programs (PhD in Rehabilitation Sciences and MS in Sports Medicine). The MS in Sports Medicine program has started the process of being discontinued, due to market demand. The MS in Sports Medicine is a post-licensing graduate program designed for extra training for athletic trainers. However, since the entry-level education of athletic training will be at a master's degree, there is not need for a post-licensing degree at the same level. The resources, mainly faculty line, will be transferred to the Master of Athletic Training program.

There will be little, if any, need for internal reallocation for this degree. The budget and current resources of the existing Athletic Training program will be transferred to this new degree level. There will be no impact to other existing programs.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The current BS in Athletic Training program is primarily funded, beside State Appropriation, by a student fee. Only a small percentage of tuition generated is returned to the program. A similar model is used for clinical graduate programs within the College of Health at the University of Utah, but differential tuition is used. The University of Utah estimated that the Master of Athletic Training program would be returned less than \$10,000 in tuition funding, and recommend we run on the program based on differential tuition. Based on estimated student size, we are requesting differential tuition of \$2,500 per semester per student. The students take 3 semesters of course load each year, thus, the total differential tuition would be \$7,500 per year per student and \$15,000 total for the 2-year Master of Athletic Training program.

In Appendix I, the expenses and funding is only for the Athletic Training program Each clinical program funding in the Department of Physical Therapy and Athletic Training is kept separate. In Part I, Funding Table, there is a difference in the way the BS in Athletic Training is currently funding, with the program fee and tuition and how the Master of Athletic Training program will be funded. With the focus on differential tuition funding in clinical graduate program, the Special Fee (\$162,000) and Tuition (\$62,412) will be removed (total: \$224,412). By adding the differential tuition into the table in looks as if we will have a surplus. However, the differential tuition is replacing the lost revenue because of moving degree levels and differences in funding models at the University of Utah between undergraduate and graduate education. With the proposed differential tuition amount, \$2,500 per semester per student, by the time the Master of Athletic program has full cohorts the funding will be similar to the current BS in Athletic Training budget. With small cohorts during the initiation of this new program, we have identified areas were we will not need as large of budget to operate.