**Wichita State University**

**Master of Science in Athletic Training**

**Program Approval**

## I. General Information

**A. Institution** Wichita State University

**B. Program Identification**

| | |
|---|---|
| Degree Level: | Master's |
| Program Title: | Athletic Training |
| Degree to be Offered: | Master of Science in Athletic Training |
| Responsible Department or Unit: | Human Performance Studies/College of Applied Studies |
| CIP Code: | 51.0913 |
| Modality: | Face-to-Face |
| Proposed Implementation Date: | June 1, 2023 |

Total Number of Semester Credit Hours for the Degree: 62

**II. Clinical Sites:** Does this program require the use of Clinical Sites? Yes.

The program is a degree transition as per accreditation requirements. The current bachelor's program at Wichita State University (WSU) has clinical education agreements and memoranda of understanding with numerous clinical sites for assigned students. The clinical sites are located within the metropolitan area of Wichita as well as several surrounding communities. These clinical sites have been affiliated with the bachelor's level WSU Athletic Training program for many years and will continue to provide clinical education opportunities for WSU athletic training students in the future.

## III. Justification

WSU proposes to establish a graduate program in athletic training to meet national standards and guidelines for accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accredits programs in athletic training and is recognized by the Council of Higher Education Accreditation (CHEA). On May 20, 2015 the Athletic Training Strategic Alliance (ATSA), which consists of the Board of Certification (BOC), CAATE, National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Foundation (NATAF) made the formal announcement that entry-level athletic training degree programs are required to transition to the master's degree. Therefore, the purpose of this proposal is to transition the current Bachelor of Arts (BA) in Athletic Training degree to a Master of Science in Athletic Training (MSAT) degree to meet CAATE requirements.

The athletic training major has been a successful program at WSU dating back to pre-CAATE accreditation and the initiation of the BA degree in Athletic Training. WSU was approved for the BA degree in Athletic Training by the Kansas Board of Regents in Spring 2005, successfully completed CAATE initial program accreditation in Spring 2008 and successfully completed CAATE re-accreditation in spring 2013. The CAATE awarded the BA degree the maximum period of 10 years re-accreditation for their successful self-study and site visit. These successes demonstrate the work of the program, its personnel and the students in making the BA degree a positive and valuable part of the WSU mission.

The CAATE has a responsibility to ensure and require an educational framework that prepares students to be successful as athletic trainers. Allied health care education is expanding and developing more skilled and highly qualified practitioners. The trend of moving educational programs in allied health care fields is not a new concept

as occupational therapy, physical therapy and physician assistant have migrated to graduate based professional programs. Professional education must provide the foundation that allows clinicians to adapt to the changing face of healthcare. We believe that in order to ensure better healthcare and the viability of athletic training in future years, the professional degree must be at the master's level.

The CAATE standard and timeline on the proposed MSAT degree program delineates CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. The timeline for compliance with the standard states "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."

The MSAT degree proposal meets the needs of both students and athletic training practitioners located in the Wichita metropolitan area. A degree program which prepares athletic trainers benefits the community by providing opportunities for aspiring health care professionals in settings such as college/university athletic programs, high school athletic programs, professional sports, industrial/ corporate facilities, sports medicine clinics, and other professional degree programs.

**IV. Program Demand: Market Analysis**

The CAATE reported 365 accredited professional programs during the 2018-2019 academic year (2020). Of the 365 accredited professional programs, 209 programs result in a Baccalaureate degree (down from 297 in 2016-2017 and 252 in 2017-2018) and 156 programs result in a Master's degree (up from 76 in 2016-2017 and 111 in 2017-2018). On May 20, 2015, the Athletic Training Strategic Alliance (ATSA), which consists of the Board of Certification (BOC), CAATE, National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Foundation (NATAF), made the formal announcement that entry-level athletic training degree programs are required to transition to the Master degree (2015). This pattern of change is an expected result of the professional degree transition announced in 2015. Since the CAATE deadline for degree programs to transition to the master's degree is Fall 2025, it is predicted this trend will continue.

Every year since 2013, master's degree students have demonstrated higher BOC pass rates on their national examination for first-time test takers as compared to Bachelor degree students (CAATE, n.d.). In addition, the three-year aggregate first time BOC exam pass rate scores are used to determine compliance with Standard 11, which mandates an aggregate first-time BOC exam pass rate of 70% or higher. National program compliance with Standard 11 was 78%, with Master's degree programs scoring 85% and Bachelor's programs recording 7% (2020). The evidence consistently shows master's level students possess greater competency and proficiency in athletic training knowledge and skill sets. The importance of Standard 11 cannot be underestimated as failure to comply with Standard 11 can result in probationary status of the program or even program accreditation withdraw.

Placement rates as analyzed by the CAATE over the 2017-2020 three-year period show 69% of graduating students will either become employed as an athletic trainer (AT), employed as an AT in a degree or residency program (graduate assistant in AT or internship in AT), or will enroll in another degree program (e.g. physical therapy, physician assistant, etc.) (CAATE, n.d.). Student placement rates dropped from 73% in 2018-2019 to 57% in 2019-2020 largely due to the COVID pandemic. The CAATE also noted in their 2018-2019 Analytics Report program demographics reveal female enrollment makes up approximately 65% of all professional programs (2020). Similar to the NATA report in 2017, female interest in athletic training is continually growing and female student membership in the NATA is greater than males. As new careers and opportunities in athletic training open across the globe, student interest, particularly interest among females, keeps developing.

As stated previously, the demand for athletic trainers continues to foster across the nation. Data from the Bureau of Labor Statistics demonstrates employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations (U.S. Department of Labor, 2021). The estimated

employment change is a possible increase of 5,900 jobs. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

## V. Projected Enrollment for the Initial Three Years of the Program

| Year | Headcount Per Year | | Sem Credit Hrs Per Year | |
|---|---|---|---|---|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 15 | 0 | 480 | 0 |
| Year 2 | 20 | 0 | 1090 | 0 |
| Year 3 | 20 | 0 | 1240 | 0 |

## VI. Employment

The NATA reported in December 2017 membership grew over 10% to over 50,000. National data reveals 28% of memberships are students and membership by gender is 56% female and 44% male. Not only are student memberships growing; but the former trend of the athletic training profession as a whole being a majority male environment is fading away. In 2005, the NATA reported 47.5% membership as female so athletic training is becoming a more viable career for women (McManus, 2014).

According to the Kansas Board of Healing Arts, as of May 2021, there are 696 active licensed athletic trainers in the state of Kansas. Athletic trainers work with people of all ages and all skill levels, from young children to soldiers and professional athletes. Athletic trainers are usually one of the first healthcare providers on the scene when injuries occur on the field and work under the direction of a licensed physician along with other healthcare providers.

Data from the Bureau of Labor Statistics demonstrates employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations (U.S. Department of Labor, 2021). The estimated employment change is an increase of 5,900 jobs. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

The proposed MSAT will use allied health care professionals from the Wichita medical community as guest speakers, clinical educators, clinical instructors, and evaluators of student skills. Also, there are educational possibilities for internships with the FC Wichita (soccer), Kansas Collegiate Summer Baseball League (baseball), Wichita Wind Surge (minor league baseball), Wichita Force (arena football league), Wichita Thunder (minor league hockey), Friends University (NAIA), Newman University (NCAA Division II) and the majority of high schools in the city of Wichita and the surrounding metropolitan area.

## VII. Admission and Curriculum

Post-baccalaureate students pursuing admission will be required to hold a bachelor's degree with a minimum undergraduate 2.75 GPA, and have completed all pre-requisites for program admission. The 2020 CAATE standards require students to have prerequisite courses in biology, chemistry, physics, psychology, anatomy and physiology at the postsecondary level (Standard 54). Additionally, students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, nutrition, pharmacology, public health, and health care delivery and payor systems incorporated into prerequisite coursework or as a component of the professional program (Standard 55). Prospective students will apply for admission to the Graduate School, submit their MSAT admission packet and complete a personal interview prior

to formal selection and admittance. The MSAT admission materials packet must include:

Admission Materials Packet for MSAT:

1. Completed application for the MSAT
2. Letter of interest
3. Three letters of recommendation (i.e. teachers, coaches, advisors, employers, etc.)
4. Official transcripts from all colleges/universities attended
5. Health examination by a licensed medical professional
6. Immunization record including HBV, TB, and Influenza
7. Signed technical standards (American with Disabilities Act Statement)
8. Student liability insurance
9. Personal health insurance
10. Hold current CPR/AED/First Aid certification from nationally accredited organization
11. Complete and successfully pass a background screening
12. Verification of 100 observation hours by a Certified Athletic Trainer
13. Successful completion of the following required courses with a C or higher:
    a. Human Anatomy and Physiology: 3-4 credit hours
    b. Medical Terminology: 3 credit hours
    c. Biomechanics/Kinesiology: 3 credit hours
    d. Care and Prevention of Athletic Injuries: 3 credit hours
    e. Exercise Physiology: 3-4 credit hours
    f. Elementary Statistics: 3 credit hours
    g. General Psychology: 3 credit hours
    h. General Chemistry: 3-4 credit hours
    i. Nutrition: 3 credit hours
    j. General Physics: 3-4 credit hours
    k. General Biology: 3-4 credit hours

## A. Curriculum

**Year 1: Summer**

| Course # | Course Name | 9 |
|---|---|---|
| HPS 713 | Palpatory Evaluation and Assessment in Athletic Training | 3 |
| HPS 741 | Clinical Techniques in Athletic Training | 3 |
| HPS 717 | Emergency Care and Management in Athletic Training | 3 |

**Year 1: Fall** **SCH = Semester Credit Hours**

| Course # | Course Name | 10 |
|---|---|---|
| HPS 721 | Athletic Injury Evaluation 1 | 3 |
| HPS 731 | Foundations in Athletic Training | 3 |
| HPS 771 | Applied Learning 1 | 4 |

**Year 1: Spring**

| Course # | Course Name | 13 |
|---|---|---|
| HPS 860 | Research Methods | 3 |
| HPS 722 | Athletic Injury Evaluation 2 | 3 |
| HPS 770 | Therapeutic Interventions 1 | 3 |
| HPS 772 | Applied Learning 2 | 4 |

**Year 2: Summer**

| Course # | Course Name | 9 |
|---|---|---|
| HPS 882 | Athletic Injury Rehabilitation | 3 |
| HPS 810 | Evidence Based Practice in Athletic Training | 3 |
| HPS 872 | General Medical Conditions in Athletic Populations | 3 |

**Year 2: Fall**

| Course # | Course Name | 10 |
|---|---|---|
| HPS 873 | Organization & Administration in Athletic Training | 3 |
| HPS 871 | Therapeutic Interventions 2 | 3 |
| HPS 853 | Applied Learning 3 (Immersive) | 4 |

**Year 2: Spring**

| Course # | Course Name | 11 |
|---|---|---|
| HPS 762 | Statistical Concepts in Human Performance Studies | 3 |
| HPS 851 | Applied Research | 3 |
| HPS 854 | Applied Learning 4 | 4 |
| HPS 813 | Athletic Training Board of Certification Review | 1 |

**Total Number of Semester Credit Hours ……. 62**

**VIII. Core Faculty**

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|---|---|---|---|---|---|
| *Rich Bomgardner | Associate Professor | EdD | Y | Athletic Training | 1.0 |
| Whitney Bailey | Clinical Education Coordinator | MED | N | Athletic Training | 1.0 |
| Lindsay Luinstra | Assistant Professor | DAT | Y | Athletic Training | 1.0 |
| Jennifer Hudson | Adjunct Lecturer | MS | N | Athletic Training | 0.10 |
| Carolyn LeFevre | Adjunct Lecturer | MPS | N | Athletic Training | 0.10 |

Notes: FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program
* Next to Faculty Name Denotes Director of the Program

Number of graduate assistants assigned to this program **……. 0**

**IX. Expenditure and Funding Sources**

| **A. EXPENDITURES** | First FY | Second FY | Third FY |
|---|---|---|---|
| **Personnel – Reassigned or Existing Positions** | | | |
| Faculty | $198,284 | $202,250 | $206,295 |
| Administrators *(other than instruction time)* | $0 | $0 | $0 |
| Graduate Assistants | $0 | $0 | $0 |
| Support Staff for Administration (*e.g., secretarial*) 0.3 FTE | $10,421 | $10,421 | $10,421 |
| Fringe Benefits *(total for all groups)* | $70,462 | $71,814 | $73,193 |
| Other Personnel Costs (lecturers) | $3,500 | $3,500 | $3,500 |
| ***Total Existing Personnel Costs – Reassigned or Existing*** | $282,667 | $287,985 | $293,409 |
| | | | |
| **Personnel – New Positions** | | | |
| Faculty | $0 | $0 | $0 |
| Administrators *(other than instruction time)* | $0 | $0 | $0 |
| Graduate Assistants | $0 | $0 | $0 |
| Support Staff for Administration (*e.g., secretarial*) | $0 | $0 | $0 |
| Fringe Benefits *(total for all groups)* | $0 | $0 | $0 |
| Other Personnel Costs | $0 | $0 | $0 |
| ***Total Existing Personnel Costs – New Positions*** | $0 | $0 | $0 |
| **Start-up Costs - One-Time Expenses** | | | |
| Library/learning resources | $0 | $0 | $0 |
| Equipment/Technology | $5,000 | $4,000 | $0 |
| Physical Facilities: Construction or Renovation | $0 | $0 | $0 |
| Other | $0 | $0 | $0 |
| ***Total Start-up Costs*** | $5,000 | $4,000 | $0 |
| | | | |
| **Operating Costs – Recurring Expenses** | | | |
| Supplies/Expenses | $3,000 | $3,000 | $3,000 |
| Library/learning resources | $0 | $0 | $0 |
| Equipment/Technology | $0 | $0 | $0 |
| Travel | $4,500 | $4,500 | $4,500 |
| Other (CAATE Annual Accreditation Fee) | $4,500 | $4,500 | $4,500 |
| ***Total Operating Costs*** | $12,000 | $12,000 | $12,000 |
| | | | |
| ***GRAND TOTAL COSTS*** | $299,667 | $303,985 | $305,409 |

| **B. FUNDING SOURCES** *(projected as appropriate)* | Current | First FY (New) | Second FY (New) | Third FY (New) |
|---|---|---|---|---|
| Tuition / State Funds | | $159,425 | $362,027 | $411,848 |
| Student Fees (program fee) | | $3,000 | $7,000 | $8,000 |
| Student Fees (course fee) | | $14,400 | $32,700 | $37,200 |
| Student Support Fee | | $25,469 | $59,428 | $67,918 |
| Other Sources (taping fee) | | $1,500 | $2,000 | $2,000 |
| ***GRAND TOTAL FUNDING*** | | $203,794 | $463,155 | $526,966 |
| | | | | |
| **C. Projected Surplus/Deficit (+/-)** (Grand Total Funding *minus* Grand Total Costs) | | ($95,873)* | $159,107 | $221,557 |

*-Graduate program deficit partially offset by final year of students enrolled in undergraduate program. See X.B – Projected Surplus/Deficit below.

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

**Personnel – Reassigned or Existing Positions**

The athletic training program currently has two 1.0 FTE faculty positions in the Department of Human Performance Studies dedicated to the athletic training program and responsible for program operations. Rich Bomgardner, EdD, LAT, ATC, serves as the Program Director and Whitney Bailey, MEd, LAT, ATC, serves as the Clinical Education Coordinator. Ms. Bailey is currently completing her doctoral degree with an anticipated graduation date of summer 2021. Standard 41 from the 2020 CAATE Standards for Accreditation of Professional Athletic Training Programs requires a minimum of three core 1.0 FTE athletic training faculty members to be dedicated to the program. Lindsay Luinstra, DAT, LAT, ATC, occupied a non-tenure track Assistant Educator position in HPS from Fall 2018 until Summer 2020. Her position was approved in Fall 2019 to transition to a tenure-track Assistant Professor position for FY 2021. The 1.0 additional FTE faculty member as required by the CAATE, must be an athletic trainer, hold an earned doctorate, and have a tenure-track appointment. Dr. Luinstra meets all criteria for this position. Salary data from Table IX A represents a 2% increase in salary per year for all three positions. Secretarial support was figured at 0.3 FTE with this position already operating in the HPS department and providing support for the existing athletic training undergraduate program. Additionally, the program has two 0.10 FTE adjunct lecturers assigned to teach courses in athletic training. Each adjunct lecturer would be assigned to teach one course, HPS 741 – Clinical Techniques in Athletic Training or HPS 882 – Athletic Injury Rehabilitation.

**Personnel – New Positions**

No new personnel are needed for this program.

**Start-up Costs – One-Time Expenses**

This program is currently operating which minimizes any start-up costs. Infrastructure such as classrooms, laboratory space, teaching and applied learning equipment, as well as clinical facilities are already in place. The CAATE has also developed new educational competencies and standards for athletic training students not currently taught in the program which would involve the purchase of additional equipment. Equipment for teaching and student practice includes, but is not limited to: extremity dislocation reduction models, suturing equipment and models, intravenous equipment and models, orthotic devices, custom prophylactic devices and

other teaching and applied learning aids. The new items would require initial expenditures of approximately $9,000 which could be spread out over two years to purchase equipment.

**Operating Costs – Recurring Expenses**

The program is currently operating which minimizes any recurring expenses. The program is required to pay an annual fee of $4,500 to the CAATE to maintain program accreditation status. Normal program funding from the College of Applied Studies and Department of Human Performance Studies includes office supplies, operational expenses, faculty professional development, expendable and non-expendable equipment. There will be some new recurring costs related to the purchase of the new program equipment (license fees, warranty, etc.). In addition, an updated tracking system used to monitor new CAATE competencies will be included in the new recurring costs stated above. Since the program is currently operating, there are no additional administrative assistant or library support expenses to be included.

**B. Revenue: Funding Sources**

Tuition and fees are the primary source of funding for the program. Current enrollment data demonstrates 80% of students are Kansas residents and 20% are considered non-resident. Non-resident student tuition is categorized into special rates (e.g. Shocker City Partnerships, Shocker Select, Midwest Exchange, or Global Select) or regular non-resident rates. Projected revenue was calculated by using percentages of resident and non-resident students as stated above. Kansas residents in year one was projected as $301.94/credit hour X 384 SCH (80% of student enrollment). Non-resident projected rate was calculated as $452.92/credit hour X 96 SCH (20% of student enrollment). Year 2 revenue was projected at $301.94 X 872 SCH (80% student enrollment) and non-resident projected rate would be $452.92/credit hour X 218 (20% student enrollment). Year 3 revenue was projected as $301.94/credit hour X 992 SCH (80% student enrollment) and non-resident project rate would be $452. 92/credit hour X 248 SCH (20% student enrollment). A student support fee of $679.18 per student will be assessed for fall and spring semester as well as $339.60 for summer session. This will generate $25,469 for the first year, $59,428 for the second year and $67,918 in year three. In addition, students are currently assessed a $30 per credit hour course fee to cover expendable supplies, teaching aids, and physical examination equipment. This fee would generate $14,400 in year 1, $32,700 in year 2 and $37,200 in year 3. A program fee of $100 per semester/student will help in the purchase and licensing of a computerized tracking system to monitor CAATE competencies and student outcomes. This will generate an additional $3,000 in year one, $7,000 in year 2 and $8,000 in year three. Lastly, the program also currently has a $100 one-time fee for taping and bandaging supplies and generates a revenue of $1,500 in additional monies in year one, $2,000 in year 2 and $2,000 in year three.

**Projected Surplus/Deficit**

As we phase out the current bachelor's program, there will be a projected deficit due to lower undergraduate enrollment. The new master's program is projected to have a deficit in revenue in the first year; however, we anticipate a surplus emerging as the program attains full enrollment in cohorts beginning in year 2. Further, the first year of the new graduate program will overlap with the final year of undergraduate students completing the bachelor's program. If one assumes eight students are part of that senior class and applies a similar residential/non-residential formula (75% residential), this would yield a projected tuition rate of $228.09 X 144 SCH (Kansas resident) totaling $32,845 and $540.27 X 48 (Non-Kansas resident) totaling $25,933 from those undergraduates for a projected tuition revenue of $58,778. Applying that amount of tuition against the projected graduate program Year 1 deficit of $95,873, the actual program-level deficit is $37,095. Year 2 graduate program surplus more than offsets the Year 1 deficit with additional surpluses projected for each year thereafter. Indeed, the projected funding could exceed estimates due to increased enrollment, which is possible as the existing program has 38 enrolled students utilizing 24 clinical sites.

## XI. References


AT Strategic Alliance. (2015). Strategic Alliance Degree Statement. https://atstrategicalliance.org/statements/strategic-alliance-degree-statement

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