CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **NEW PROGRAM APPROVAL***

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 3/28/2018
Most Recent NEASC Institutional Accreditation Action and Date: 11/07/2013, 5th year Interim Report Accepted	
Program Characteristics Name of Program: Athletic Training Degree: Title of Award *(e.g. Master of Arts)* **BS/MS 3+2** Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: Spring 2023 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: UG-120, GR 60	**Program Credit Distribution** # Cr in Program Core Courses: UG 72, GR 60 # Cr of Electives in the Field: 0 # Cr of Free Electives: 1 # Cr of General Education: 47 # Cr Special Requirements *(include internship, etc.):* 19 Total # Cr in the Program *(sum of all #Cr above)*: 180 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **53**
Type of Approval Action Being Sought: Licensure or X Licensure and Accreditation - (see **NOTE** below) CIP Code No. *(optional)* 510913 Title of CIP Code Athletic Training/Trainer	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: BS Athletic Training CIP: 510913 OHE#: 006923 Accreditation Date: Phase Out Period 2019-2022 Date of Program Termination 2022	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: SEPS, CCSU	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Accreditation of Athletic Training Education (CAATE) • If program prepares graduates eligibility to state/professional license, please identify: Proposed program prepares students to become licensed Athletic Trainers in the State of CT and throughout the country upon successful passing of the National Board of Certification Exam. *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: David Harackiewicz	Title: Department Chair	Tel.: 860-832-2162 e-mail: harackiewicz@ccsu.edu

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*

Notes regarding Application:
Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
Comments:

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or

b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous

licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.
New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

School of Education & Professional Studies (SEPS) Mission

The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University's history and traditions, the faculty in the school embrace the university's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities." Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide leadership for:

- Preparing beginning teachers to serve in the region, the state, and the nation;
- Preparing entry level, culturally competent, generalist social workers for practice;
- Preparing entry level professional nurses;
- Providing entry level preparation for athletic trainers and exercise science specialists;
- Providing advanced preparation to administrators, teachers, literacy specialists, and other educational leaders;
- Providing advanced preparation to specialists in counseling and physical education;
- Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions;
- Developing knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection;
- Influencing educational and social policies at the local, state, and national levels.

As an academic department within the School of Education and Professional Studies, the Department of Physical Education and Human Performance is dedicated to the achievement of the missions of the School and the University. The mission of the Department of Physical Education and Human Performance is multifaceted and is guided by the following principles:

- Providing coursework and experiences which enable students to become qualified, dedicated physical educators for the elementary and secondary schools in Connecticut.
- Providing coursework and experiences which enable students to become qualified, dedicated, exercise and fitness professionals for the corporate sector.
- Providing coursework and experiences which enable students to become qualified, dedicated athletic trainers which service the public schools as well as private and professional organizations in the community.
- Providing coursework and experiences in the general education program which enable students to develop and maintain optimal levels of physical health, wellness and lifetime activity skills.
- Values education in the physical, social, and psychological realms. A physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of and benefits from involvement in physical activity, and values physical activity and its contributions to a total healthy lifestyle.

Guided by these principles and values, the department aspires to the excellence of program.

The faculty of the Athletic Training Education Program strives to provide the students with the necessary theoretical and practical knowledge needed to enter the profession and to pursue advanced study in athletic training or related allied health professions. At Central Connecticut State University, importance is placed on the program's commitment to quality classroom instruction and providing ample opportunities for the development of the athletic training student's practical skills through clinical contact with the student-athletes of the university, while under the supervision of a certified athletic trainer. The athletic training faculty places emphasis on the student's analytical skills, problem-solving abilities, and the performance of practical skills during the athletic training student's clinical rotations in a coeducational setting.

The Athletic Training Education Program is designed to prepare the student to assume the role of an entry-level athletic trainer upon graduation and successful completion of the Board of Certification (BOC) Examination.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities – and include a description/analysis of employment prospects for graduates of this proposed program *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

The future Master's degree change is required by the Athletic Training Strategic Alliance which is made up of the Board of Certification, Commission on Accreditation of Athletic Training Education, the National Athletic Trainer's Association and the NATA Research & Education Foundation. All undergraduate Athletic Training Programs will no longer be able to accept students after the fall of 2022. A requirement of all Master's Degree programs is that the clinical experience must be a minimum of 2 years at the graduate level. A 3/2 program will be needed to meet this requirement instead of a 4/1.

The state of CT has one of the highest employment rates in the field of Athletic Training (see page 5). Changes in legislation and in accreditation standards will broaden the future employment opportunities for the Certified Athletic Trainer beyond what is considered the "traditional" settings in high school and intercollegiate athletics. These "non-traditional settings include the following:

- Hospitals
- Wellness Centers
- Corporate/Industrial/Occupational Health Centers
- Orthopedic Centers
- Tactical Units (police, fire, military)
- Performing Arts

With the rising costs of medical care, many companies and corporations understand the importance of injury prevention in reducing time-loss and financial loss in the workplace. "Prevention of Injury and Illness" is the first domain of the Athletic Training profession. According to the Occupational Safety and Health Administration (OSHA), 40% of workplace injuries are orthopedic in nature which result in an average of 8-27 days (depending on the nature of the ailment). Employers spend up to $20 billion per year on musculoskeletal work-related injuries and 5 times that on indirect costs. A survey by the National Athletic Trainer's Association reported the following findings on return on investment (ROI) from employers in occupational and industrial settings:

SURVEY HIGHLIGHTS

The wide range of knowledge and expertise of an athletic trainer allows them to provide numerous health and safety programs, which according to the survey respondents has lead to the following benefits:

- Of companies that kept return on investment (ROI) data, 100 percent reported a positive ROI with more than 80 percent indicating a ROI of $3 or more for every $1 invested.
- More than 85 percent of companies reported that both the number and costs of work-related injuries decreased by at least 25 percent.
- More than 90 percent of respondents indicated employee days away from work decreased by 25 percent or more at their company.
- Almost half of the companies had their emergency room costs reduced by 50 percent or more.
- More than 50 percent of surveyed companies reported a decrease in costs associated with workplace injuries.
- Of these companies, 35 percent reported a decrease in costs of more than 50 percent.

WORKERS COMPENSATION AND HEALTHCARE COSTS

Of companies that tracked their workers' compensation:

- 63 percent reported that the athletic trainer made an impact on their workers compensation costs within 6 months.
- 96 percent reported that the athletic trainer made an impact on their workers compensation within 1 year.
- 68% of the companies indicated that the certified athletic trainer helped to decrease restricted workdays and workers' compensation claims for musculoskeletal disorders (MSDs) by more than 25%.
- 50% of companies reported that the number of injuries decreased by at least 50%
- 46% of the companies that provided on-site physical rehabilitation indicated that health care costs had decreased by more than 50%.

Ergonomics Plus is consulting firm that helps other companies find ways to reduce healthcare costs specifically by reducing musculoskeletal injuries. They list 5 reasons why an Athletic Trainer should be on a company's Occupational Health & Safety team (http://ergo-plus.com/workplace-athletic-trainer/) :

1. Athletic Trainers are trained specifically in injury prevention
2. Athletic Trainers have unique knowledge of the human body's capabilities and limitations.
3. Athletic Trainers provide personalized attention to employees.
4. Athletic Trainers are able to educate and train employees on prevention and wellness.
5. Athletic Trainers help people get back to 100% health faster.

Ergonomics Plus list dozens of clients that have utilized their service and also cite 3 case studies of companies and their cost savings from hiring an Athletic Trainer:

1. Square D is a market-leading supplier of electrical distribution industrial control and automation products, systems and services. Square D achieved zero musculoskeletal disorders during the year of the study.
2. Pelco by Schneider Electric are singularly focused on the development of video surveillance and

security solutions that provide the information necessary to make real-time, business-enabling decisions. Pelco reported that "sprain/strain-related injuries were reduced by 50+%, contributing to an overall reduction in injuries vs. 2011 by 50+%. Jill has been, and continues to be, a viable asset to our team."

3. Juno Lighting Group is a leading manufacturer of lighting fixtures and related products. Juno Lighting reported a reduction of OSHA Recordable Injuries by 93%.

The reason why the above information is important in Connecticut is because HB 7171 was recently signed into law. This bill titled *An Act Concerning Athletic Trainers* broadened the scope of practice for Athletic Trainer's in the state of CT. Prior to HB 7171 Athletic Trainers can only work on "athletes" defined by the previous Practice Act as "any person who is a member of any professional, amateur, school or other sports team, or is a regular participant in sports or recreational activities, including, but not limited to, training and practice activities, that require strength, agility, flexibility, range of motion, speed or stamina. For purposes of this subdivision, "regular" means not less than three times per week. The term "athlete" is replaced by "physically active individual". This will broaden the patient base and allow companies to hire ATC's to work in industrial settings without a fear of liability and violating state law. Another change in the new Practice Act is the removal of the time requirement of 3 times per week. Connecticut was the only state that had a time/week requirement to define a patient base for Athletic Trainers.

- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location?

Central Connecticut State University has been educating students to pursue the profession of Athletic Training since 1966. The Athletic Training Program is housed within the Department of Physical Education and Human Performance in the School of Education and Professional Studies. Carl F. Krein, retired Head Athletic Trainer, Professor, and National Athletic Trainer's Association Hall of Fame member, established the Athletic Training Internship Program and developed it into a nationally known and respected curriculum. The program received initial accreditation in 2000. Since the program's founding, more than 300 individuals - undergraduate, graduate, and internship students have contributed to the overall achievements of the program and have become successful health care providers.

The core AT faculty consists of Peter Morano, PhD, ATC; Kathy Pirog, MEd, ATC; and Thomas McCarthy, MS, ATC. Each core faculty member is NATABOC certified as well as licensed to practice in the state of Connecticut. Each core faculty member has extensive experience in the field having worked in various settings which include youth, high school, collegiate, and professional athletics, and with non-athletic populations in physical therapy settings. Kathy and Tom, who teach the clinical courses, currently practice in the field as staff Athletic Trainers with CCSU's varsity athletics. The core faculty has been and continues to be active in the profession by serving at the state and regional professional organizations and have been recognized for their contributions to the field. Kathy Pirog has received the "Most Distinguished Athletic Trainer Award" by the National Athletic Trainer's Association; Tom McCarthy has received the "National Athletic Trainer's Association Service Award" and both have been elected to the Connecticut Athletic Trainer's Association Hall of Fame. Kathy Pirog was recently inducted into the Eastern Athletic Trainer's Association Hall of Fame which is the regional professional organization in Athletic Training. All other faculty that will teach non-clinical courses in the MSAT degree will have terminal degrees.

One of the unique features of the ATEP at CCSU is the quality of the team physicians and the

relationship between the team physicians and the ATEP. Dr. Robert Waskowitz is the ATEP Medical Director and team orthopedic surgeon. Dr. Brown is trained in sports medicine and practices in Primary Care Sports Medicine. Both physicians have a great relationship with the AT staff and students. Each week the physicians hold a clinic in the Athletic Training facility where they see patients. Younger AT students observe clinic, while the upper level AT students are assigned to present the clinical case, current treatment plan, follow–up care, MD management plan and assist with medical documentation. Professional interaction with the team physicians is emphasized along with appropriate patient care during clinic. Both physicians routinely instruct and quiz the AT students during these clinical sessions.

A strength of the program is the emphasis on Emergency Medicine. CCSU is the only AT program in CT that requires EMT certification prior to formal clinical experiences. CCSU also has a strong partnership with New Britain Emergency Medical Service Academy (NBEMS). The AT students at CCSU and the paramedic recruits at NBEMS Academy participate in an emergency simulation scenario each April. The setting, type of emergencies and number of victims vary year to year. After the emergency simulation, the AT staff and EMS staff debrief the students on the positives and negatives of their handling of the emergency scenario.

The EXS faculty at CCSU provides outstanding teaching and educational opportunities for students in both EXS and AT. Many of the foundation courses include Exercise Physiology, Biomechanics, Sport Psychology, Anatomy/Physiology, and Nutrition are taught by experts in their respective fields.

CCSU Athletic Training Students have been recognized for their academic excellence by receiving scholarships from national, regional and state organizations. The ATEP at CCSU has a 95% five years aggregate first-time BOC pass rate.

The Carl Krein Athletic Training Center services both the Department of Athletics and the Athletic Training Educational Program. It provides a setting for athletic training student's clinical experience and is utilized as an academic setting for the instruction of athletic training courses. The athletic training facility boasts over 3,000 square feet including areas for: hydrotherapy, rehabilitation, cardiovascular conditioning, evaluation, treatment, and a spacious taping area.

Treatment and rehabilitation equipment include: 3 whirlpools, 4 ultrasound units, 4 electrical muscle stimulation units, 5 portable TENS units, 4 neuromuscular stimulation units 4 hot hydrocollators, A 10 person taping station, 10 treatment tables, 1 lumbo-pelvic traction unit, 1 cervical traction unit, 2 cold compression units, 1 intermittent compression unit, 1 iontophoresor unit, 1 Biodex isokinetic unit with balance unit, Biodex gait trainer, various aerobic and resistance training equipment. The athletic training room contains an emergency simulation station which includes 1 High-fidelity 3G Sim-man.

The Waskowitz Family Physician's Room and Academic Center honors the late Dr. William Waskowitz, CCSU team physician, and his father, Dr. David Waskowitz, who served in that capacity in the early years of Central athletics. This facility includes a treatment table, portable C-arm fluoroscopy unit, auditory and ophthalmic diagnostic tools, a research area and conference table.

Our Exercise Physiology lab contains 1 Quinton EKG unti, 1 Parvo VO2 Max unit, 1 Bod Pod, and ~15 Monark cycle ergometers. The Biomechanics lab includes a Biodex Isokinetic unit and a state-of-the-art motion capturing system with force plates. The Biomechanics lab and equipment will make an excellent facility for graduate research in athletic training. The Biodex and Force Plates can be used in a variety

of injury related research (prevention, rehabilitation).

- Please describe any transfer agreements with other CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

The creation of this program will facilitate the transfer of community college students into the Athletic Training major at Central Connecticut State University. The existing undergraduate program requires students to complete four years on CCSU's campus. The BS/MS program will permit students to complete their associates at the community colleges and enroll directly into the BS in Exercise Science and subsequently into the MSAT program provided they meet the entrance requirements. The entry-level master's degree program in athletic training should be very desirable among the Exercise Science graduates of Gateway, Norwalk and Three Rivers Community Colleges, the allied health majors of Middlesex and Northwestern Community Colleges and the Health Careers majors of Housatonic Community College. The program will offer graduates of physical therapy assistant programs at Naugatuck and Norwalk Community Colleges the opportunity to earn advanced degrees in a related health profession. All of these institutions will be contacted prior to final approval of the program to develop specific articulation agreements. CCSU has had numerous students from Community Colleges Transfer into the Athletic Training Program over the years and many have had success. We expect this degree change to make it easier for CC students to transfer into the MSAT program.

Our department has been in discussion with Western Connecticut State University with regard to establishing an easy transfer policy that would enable WCSU students to meet the prerequisite requirements for the proposed MSAT program at CCSU.

- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

There are five universities in the state of Connecticut that have undergraduate Athletic Training programs. Three programs are offered in public institutions (CCSU, SCSU and UCONN). Two programs are in private universities (Sacred Heart University and Quinnipiac). Currently only Sacred Heart University has transitioned to a Master's Degree Program. CCSU successfully completed the AT program's re-accreditation during the 2015-2016 AY which will last through the 2020-2021 AY. The transition to an entry-level Master's program will not create any duplication since the program is already in existence.

Cost Effectiveness and Availability of Adequate Resources

(Please complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form.)

The recruiting and initial enrollment of AT students has gone well. The initial ATS enrollment the past 5 years is as follow:

- AY 16/17 – 37 students
- AY 15/16 – 41 students
- AY 14/15 – 52 students
- AY 13/14 – 49 students
- AY 12/13 – 38 students

Approximately 80% of the students who enter CCSU for Athletic Training change majors, most to Exercise Science, while some changed to a major outside of the PEHP department and some dropped out of CCSU. Through informal discussion with students who changed to EXS, a main reason for the change of major was their inability or perceived inability to handle the time commitment required of Athletic Training. A number of these students who started off as AT and changed to EXS are varsity athletes who felt that the time demand of their sport and AT was overwhelming. The ATEP faculty feels that a 5 year (3/2) BS/MS program will remedy some of the aversion to the time demand of AT education. Students will no longer need to make a career decision toward or away from Athletic Training at 18 yrs old. Currently, students who are pursuing Athletic Training are required to amass observation hours and pre-clinical rotations during their first 2 years of college. This time commitment is often overwhelming and many students change majors to one with less of a time demand. With the proposed 3/2 format, students will have 3 years of undergraduate education before making the decision to pursue AT. During the initial 3 years, students grow in maturity and develop better time management skills which will better serve them when they do need to increase their time commitment during the clinical experiences. Also, those varsity athletes who were initially interested in AT could now participate in their sport without conflict and pursue AT during their 4th and final year of sport eligibility. A non-athlete would be able to complete a BS and MS in 5 years while a varsity athlete would need 5.5 years. Seeing the option for a Master's degree in-house with only 1-1 ½ years of continued education will be appealing for students who are in their 3rd year. We feel this would be an easy sell to students who would be in the department earning a BS in Exercise Science.

The undergraduate ATEP program will dissolve and be replaced by the Master's degree program. The ATEP faculty does not believe that there will be a significant need for any additional physical resources. Because there is an existing undergraduate Athletic Training Education Program, many of the physical resources are already available (taping/bracing equipment, therapeutic modalities, emergency equipment, including a SIMMAN 3G/high fidelity simulator (owned by AT program). Our goal is to secure a space to have a taping/treatment/simulation lab outside of the Athletic Training Facility. Kaiser Hall is currently undergoing a renovation project (to be named the Huang Family Recreation Center). The Recreation department will be the primary beneficiary of the new structure that will replace the Kaiser Annex, however their move from Kaiser's main building will result in a vacancy in several rooms. The Athletic Training Education Program hopes to secure some of that space for the program's needs.

The CCSU Athletic Training facility is a modern facility (4400 sq. ft.) built in 2000 and was renovated in 2011 and a "face lift" in 2016. The Athletic Training facility serves as both a clinical and educational setting. Several AT lab and practicum courses are taught there prior to noon and then the room services ~400 student athletes. The AT facility includes a taping station, treatment area, therapeutic exercise area, hydrotherapy area and a physicians' office. The physician's office also serves as a learning center for the ATS.

Once we transition to a MSAT program, anyone who wishes to major in AT will have to start in an undergraduate program and take MSAT prerequisite courses. The current EXS program (which will likely undergo some curriculum changes in the near future) will meet the MSAT prerequisites and would be the ideal feeder program into the MSAT. Exercise Science programs at community colleges currently do not match up well with the Exercise Science program at CCSU. Therefore, students who spend two years at a CC earning an Associate's Degree still need to spend a minimum of three years (6

semesters) at CCSU in order to earn a Bachelor's degree. The EXS program at CCSU will likely undergo a transformation due to the transition in the AT program and this EXS transformation could better align with CC programs allowing for those students who want to pursue an MSAT degree to do so without requiring any extra semesters of course work.

Using AY 2016-2017 tuition rates and comparing them to the other 5 schools that currently have an undergraduate AT program, CCSU would be the most cost effective accelerated MSAT program and traditional 2.5 year program. Adding to the cost-effectiveness for students, they will earn a graduate degree and only pay one year of graduate tuition & fees. SCSU currently has an accelerated Master's degree program in Chemistry. Students in that program pay undergraduate tuition/fees through year four because they will remain coded as an undergrad until they complete the requirements for the BS degree that lead into the MS even though some of the credits earned during the 4th year will count toward the BS and MS degrees.

	CCSU	SCSU	QU	SHU	UCONN
3/2 Program	$56,655	$58,212	$180,170	$115,785	$92,127
2.5yr MS	$27,535	$28,050	$49,250	$47,940	$60,600
3/2 Difference		**-$1,557**	**-$123,515**	**-$59,130**	**-$35,472**
2.5 yr Difference		**-$515**	**-$21,715**	**-$20,405**	**-$33,065**

Our plan is to add new off-site clinical affiliations within the Hartford Area. These new off-site locations could offer our students a wide variety of clinical experiences. The trend in Athletic Training is for students to gain clinical experience with non-athletic populations. This could also open up the possibility of a fellowship or residency program for our students immediately after graduation. The fellowship and residency programs are designed to further enhance the entry level certified athletic trainer's skills and clinical experiences.

The current UG AT program is appropriately funded for the clinical aspects of the ATEP. We anticipate needing additional funding for the transition to the MSAT program, specifically with regard to the renovation of space in Kaiser Hall once the Huang Family Recreation Center is completed. The original concept for the AT facility was of a dual nature – to serve the AT educational program in the morning and athletics in the afternoon. Over the past 5 years, CCSU Athletics practice schedules have changed. They were primarily in the afternoon but now many teams practice in the mornings (in and out of season). These morning practice times require an available athletic training facility for pre-practice preparation and post practice treatments. These morning athletic requirements conflict with Athletic Training courses which are taught between 8:00-11:50am. Additional justification for funding this renovation is due to the requirements by the ATEP's accrediting agency. Two things that the accrediting agency evaluates are 1) if the classrooms and labs of adequate number and size to accommodate the number of students and if they are available for **exclusive use** during class times, and 2) comparisons of resources and facilities to other "like" programs on campus. The Nursing program is the only "like" program at CCSU and they recently underwent an extensive renovation project to update their clinical/lab facilities.

Lab fees could be included to offset any potential additional costs for materials and supplies or to ease the financial burden of SEPS and the PEHP department. The lab fees could be used to purchase non-reusable supplies while the current budget could be better spent on other resources and materials.

The Dean of Graduate studies anticipates cohort classes of a minimum of 6-12 students which is similar to the current UG levels therefore we do not anticipate any immediate need for additional supplies or facilities. CCSU is an ideal location for clinical placements. There are no competing universities in the same geographic region.

A curriculum map is diagrammed below in the Program Outline. If students enter CCSU with the goal of earning a Master's Degree in Athletic Training, they will initially major in Exercise Science for their undergraduate degree. The undergraduate degree is split into two phases: pre-professional and professional. During the pre-professional phase, students need to meet specific academic requirements (successful completion of EXS 113 Foundations of Exercise Science, EXS 207/211 Human Anatomy Lecture & Lab, either EXS 280 Leadership in Group Fitness or EXS 275 Training for Sport Performance (both course are required for degree completion in EXS), have an overall GPA of 2.5 and major GPA of 2.7 and completion of 45 credits. Once students meet these requirements, they will apply to the professional phase of the Exercise Science program which typically occurs during the Sophomore year. Students who wish to pursue the MSAT degree will apply to the graduate school during the spring semester of their Junior year. If accepted, they will begin clinical coursework for the MSAT program during the summer between the spring of their junior year and fall of their senior year. During the fourth year, students will continue with graduate work while completing their undergraduate requirements. Approximately 17 credits during the fourth year will be counted toward both degrees. The fourth and fifth year will focus on clinical coursework and clinical experiences as required by CAATE. The final semester will include a capstone experience of a clinical nature resulting in a completed research project.

If approved, there will be a one-time fee to The Commission on Accreditation of Athletic Training Education of $3000.00-$6000.00. The $3000.00 will be for the "Substantive Change" application. An additional $3000.00 may be invoiced if a site visit is needed.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Knowledge (Cognitive) • Demonstrate the acquisition of knowledge and understanding necessary for the safe practice as a health care professional in the areas of prevention, clinical evaluation, diagnosis, immediate care, treatment and rehabilitation. • Demonstrate the ability to document findings of initial evaluations, management plans, and referrals.	* Preceptor evaluations of AT students following each clinical rotation. * Written exams * BOARD OF CERTIFICATION pass-rate
2. Knowledge (Skills and Application) • Demonstrate the acquisition of the established necessary skills that are the basis for clinical proficiency. • Demonstrate the ability to investigate, integrate concepts and problem solve in order to communicate the assessment findings to the patient and other health care team members. • Demonstrate the ability to use comprehensive therapeutic judgment and the ability to identify modifying influences or deviations from the norm.	* Preceptor evaluations of AT students following each clinical rotation. * Practical exams * BOARD OF CERTIFICATION pass-rate
3. Practice Ethically, Professionally and Compassionately • Demonstrate the ability to provide health care services of an athletic trainer to a variety of patient populations without prejudice to age, activities, gender, and social or cultural difference. • Demonstrate the ability to function as a health care provider during challenging situations by remaining composed and professional, while affording quality compassionate care to the patient. • Practice confidentiality and abide by professional ethical standards of the profession.	* Preceptor evaluations of AT students following each clinical rotation.
4. Professional Development and Collaboration • Practice with the intent to advance personal professional knowledge and clinical skills by remaining current in the profession through participation in seminars and research, in order to best serve the patient population through the practice of evidence-based medicine. • Participate in advocating the athletic training profession through engagement with local community events by volunteering time and	* Preceptor evaluations of AT students following each clinical rotation. * Research project

professional skills. • Practice with a commitment to share the knowledge and skills of the athletic trainer in support of joint collaboration efforts that lead to improving the quality of patient care.	

1.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Dr. Peter Morano, Program Director, 9 LH of EXS/ATR courses and 3 LH for administrative duties

Dr. David Harackiewicz, Department Chair for Physical Education and Human Performance

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

How many new full-time faculty members, if any, will need to be hired for this program?

We do not anticipate an immediate need for any new full-time faculty members. Our current staffing consists of 3 core faculty members and 2 associate faculty members from the Exercise Science program that meet the needs of the proposed program.

What percentage of the credits in the program will they teach?

What percent of credits in the program will be taught by adjunct faculty?

6.5%: ATR 506 will be taught by an adjunct faculty member as wells as BMS 380. Both of which are part of the 3+2 program.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program

If the adjunct faculty will teach clinical courses or courses unique to the MSAT degree, the minimum qualifications will be at least a Master's degree with LATC or a licensed physical therapist credentials. If the adjunct faculty does not teach a clinical course or a course that is unique to the MSAT degree, then at least a Master's degree will be required or specialized certification.

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Expenditures Projections spreadsheet)*

All resources are currently in place. We have an existing Athletic Training Program with sufficient resources which will be phased out and replaced with the Master's in Athletic Training Program.

Curriculum

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)*

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
EXS 109 Intro to Human Performance			3			
EXS 207 Anatomy & Physiology I Lec		BIO/BMS	3			
EXS 211 Anatomy & Physiology I Lab		BIO/BMS	1			
EXS 275 Training for Sport Performance		EXS 207/211	3			
EXS 208 Anatomy & Physiology II Lec		CHEM	3			
EXS 212 Anatomy & Physiology II Lab		CHEM	1			
EXS 307 Human Nutrition		CHEM	3			
EXS 216 Kinesiology		AP I & II	3			
BMS 380 Emergency Medical Technician			6			
EXS 311 Stress Management		PSY 112	3			
EXS 408 Exercise Physiology		AP I & II	3			
EXS 411 Research Methods		STAT	3			
EXS 409 Clinical Exercise Physiology		EXS 408	3			
EXS 415		EXS 408	3			
EXS 376 Theories of Strength & Conditioning		AP I & II	3			
EXS 416 Graded Exercise Testing		EXS 408	3			
ATR 512 Principles of Professional Practice	1,3	Admit to MSAT Program	3			
ATR 517 Prevention and Care in Sports Medicine	2,3	Admit to MSAT Program	3			
ATR 518 Clinical Application of Prevention and Care in Sports Medicine	2,3	ATR 517	1			
ATR 519 Seminar: Emergency Medicine in Sport	1,2,3	ATR 517 & 518	1			
ATR 500 Pre-Clinical in Athletic Training	2,3	Admit to MSAT Program	2			
ATR 501 Clinical I – Acute Care & Emergency Medicine	2,3	ATR 500	2			
ATR 540 Therapeutic Interventions	1,2,3	ATR 517	3			
ATR 527 Therapeutic Exercise	1,2,3	Admit to MSAT Program	3			
ATR 528 Clinical Exam & Diagnosis in	1,2,3	ATR 517	3			

[1] From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

Sports Medicine I						
ATR 521 Pharmacology in Sports Med	1,3	EXS 307	3			
ATR 502 Clinical II – Rehabilitation	1,2,3	ATR 501	2			
ATR 513 Organization & Administration in Sports Medicine	1,3,4	Admit to MSAT Program	3			
ATR 529 Clinical Exam & Diagnosis in Sports Medicine II	1,2,3	ATR 528	3			
EXS 597 Research in Physical Education & Exercise Science I	1	Admit to MSAT Program	3			
EXS 598 Research in Physical Education & Exercise Science II	1	Admit to MSAT Program	3			
ATR 503 Clinical III – Orthopedics	1,2,3	ATR 502	2			
ATR 504 Clinical IV – PPE/Pre-Season Experience	1,2,3,4	ATR 503	2			
EXS 519 Sport Biomechanics	1	EXS 216	3			
EXS 505 Clinical V – General Medical	1,2,3,4	ATR 504	3			
ATR 532 Psychosocial Aspects of Injury and Rehabilitation	1	Admit to MSAT Program	3			
ATR 506 Clinical VI – Non-Sport & Adolescent	1,2,3,4	ATR 505	6			
ATR 590 Capstone Experience in Athletic Training	1,2,3,4	ATR 500-505	3			
Core Course Prerequisites				**Elective Courses in the Field**		
EXS 207 Anatomy & Physiology I Lecture			3			
EXS 211 Anatomy & Physiology I Lab			1			
EXS 208 Anatomy & Physiology II Lecture			3			
EXS 212 Anatomy & Physiology II Lab			1			
BMS 380 Emergency Medical Technician			6			
EXS 408 Exercise Physiology			3			
EXS 216 Kinesiology			3			
EXS 307 Human Nutrition			3			
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Program Outline

- The total number of credits for the 3+2 MSAT program is 180 credits (120 toward a BS in Exercise Science and 60 toward a Master's in Athletic Training). Students wishing to pursue the 3+2 MSAT degree must initially enroll as an undergraduate Exercise Science major. During the student's first 3 years, they need to take specific courses (see Core Course Prerequisites above) that are prerequisites for the MSAT program, attain a GPA of a 2.7 or higher. Students will apply to the graduate school during their Junior year and begin graduate coursework during the summer after their Junior year. Some of the coursework during their fourth year will count toward their Bachelor's degree and their Master's degree.
- Students entering the MSAT program will participate in clinical rotations on and off campus. Practicum courses are tied to each rotation (ATR 500-506). The majority of the clinical rotations will be with CCSU varsity athletic teams. The students will have several rotations with a number of off-campus affiliations with the purpose of exposing the students to non-sport and non-orthopedic patient populations. We currently have affiliations with Select Medical, Orthopedic Associates of

Hartford, Orthopedic Associates of Middletown, New England Urgent Care, Hartford Medical Group and Windsor Physical Therapy. Attaining other affiliations are currently in progress.

***Special Requirements** include co-curriculum activities – structured learning activities that complement the formal curriculum – such as internships, innovation activities and community involvement.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the "Cost Effectiveness …" narrative on page 2.

Full-Time Faculty Teaching in this Program *(Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)*

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Peter Morano, ATC	Michigan State University, PhD	Athletic Training, Professional Practice	ATEP Program Director, Clinical Coordinator
Ms. Kathy Pirog, ATC	Trenton State College, MEd	Athletic Training, Injury Evaluation, Administration	
Mr. Tom McCarthy, ATC	Central Connecticut State University, MS	Athletic Training, Emergency Care	
Dr. Cassandra Forsythe-York	University of Connecticut	Exercise Physiology	
Dr. Michael Voight	University of Southern California	Exercise Science (Sport Psychology Specialization)	
Dr. David Harackiewicz	Springfield College, DPE	Exercise Science	Department Chair, Exercise Science Coordinator
Dr. Sean Walsh	University of Maryland, PhD	Exercise Physiology	
Dr. Jason Melnyk	Virginia Tech University	Muscle Physiology	
Dr. Chee-Hoi Leong	University of Utah, PhD	Exercise Science	
Dr. Matthew Orange	University of Medicine Dentistry of New Jersey; New Brunswick, Rutgers University, PhD	Exercise Science	Anatomy and Physiology Coordinator

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PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

MSAT Proposed Budget

PROJECTED Enrollment	First Year (7/1/2019 -- 6/30/2020)						Second Year (7/1/2020 -- 6/30/2021)						Third Year (7/1/2021 -- 6/30/2022)						Fourth Year (7/1/2022 -- 6/30/2023)						Fifth Year (7/1/2023 -- 6/30/2024)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs	5		5				5		5				5		5				5		5				5		5			
New Students (first time matriculating)	20		20				20		20				20		20				20		20				20		20			
Continuing Students progressing to credential	0		0				25		25				50		50				62		62			12	74		74			24
Headcount Enrollment	25		25		0		50		50		0		75		75		0	0	87		87		0		99		99		0	
Total Estimated FTE per Year	25.00		25.00		0.00		50.00		50.00		0.00		75.00		75.00		0.00		87.00		87.00		4.00		99.00		99.00		8.00	

PROJECTED Program Revenue	First Year						Second Year						Third Year						Third Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition2	$ 105,760		$ 105,760				$237,960		$237,960				$ 370,160		$ 370,160				$ 441,164		$ 441,164				$504,620		$504,620			
Tuition from Internal Transfer2	$ 26,440		$ 26,440				$ 26,440		$ 26,440				$ 26,440		$ 26,440				$ 26,440		$ 26,440				$ 26,440		$ 26,440			
Program Specific Fees (lab fees, etc.)																								$ 60,178						$ 135,723
Other Revenue (annotate in narrative)																														
Total Annual Program Revenue	$ 264,400						$ 528,800						$ 793,200						$ 995,386						$ 1,197,843					

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PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Administration (Chair or Coordinator)[4]	$ -	$ -	$ -	$ -	$ -
Faculty (Full-time, total for program)[4]	$198,172	$402,950	$561,488	$746,449	$825,718
Faculty (Part-time, total for program)[4]	$0	$0	$13,954	$37,211	$74,422
Support Staff (lab or grad assist, tutor)	$ 4,800.00	$ 9,600.00	$ 9,600.00	$ 9,600.00	$ 9,600.00
Library Resources Program	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
Equipment (List in narrative)	$ -	$ -	$ -	$ -	$ -
Other[5]	$ 20,000.00	$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,000.00
Estimated Indirect Costs[6]	$ -	$ -	$ -	$ -	$ -
Athletics Student Travel	$ 7,125.00	$ 7,125.00	$ 7,125.00	$ 7,125.00	$ 7,125.00
Total Expenditures per Year	$ 231,097.34	$ 434,675.41	$ 607,167.48	$ 815,385.33	$ 931,865.46
net surplus	$ 33,303	$ 94,125	$ 186,033	$ 180,001	$ 265,978

NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the

1 1FTE = 12 credit hours for undergraduate programs; 1FTE = 12 credit hours for graduate programs; both for Fall & Spring

2 Revenues from all courses students will be taking.

3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.

4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.

5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

6 Check with your Business Office - community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.